

ACTION RESEARCH BASED IN_SERVICE EDUCATION AND TRAINING OF
TEACHERS (INSET) AND ENGLISH LANGUAGE TEACHING (ELT)
CURRICULUM INNOVATION IN BENIN: AN EXPERIMENTAL STUDY.

by

JOSEPH AKOHA

Thesis submitted in fulfilment of the requirement for the
degree of **Doctor of Philosophy** in the University of London
Institute of Education Department of English for Speakers of
Other Languages.

October 1990

VOLUME TWO: APPENDICES

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AVAILABLE

Poor text in the original
thesis.

Some text bound close to
the spine.

Some images distorted

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Figure 8:3 Nine Approaches to Educational Evaluation

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Approach	Purpose	Key Elements	Purview Emphasized	Protagonists	Risks	Payoffs
STUDENT GAIN BY TESTING	To measure student performance and progress	Goal statements; Test score analysis; Discrepancy between goal and actuality	EDUCATIONAL PSYCHOLOGISTS	Ralph Tyler Ben Bloom Jim Popham Mal Provus	Oversimplify educ'l aims; Ignore processes	Emphasize, ascertain student progress
INSTITUTIONAL SELF-STUDY BY STAFF	review and increase staff effectiveness	Committee work; Standards set by staff; Discussion; Professionalism	PROFESSORS, TEACHERS	National Study of School Evaluation	Alienate some staff; Ignore values of outsiders	Increase staff awareness, sense of responsibility
BLUE-RIBBON PANEL	To resolve crises and preserve the institution	Prestigious panel; the visit; Review of existing data and documents	LEADING CITIZENS	James Conant Clark Kerr David Henry	Postpone action; Over-rely on intuition	Gather best insights, judgment
TRANSACTION-OBSERVATION	To provide understanding of activities and values	Educational issues; classroom observation; Case studies; pluralism	CLIENT AUDIENCE	Lou Smith Parlett-Hamilton Bob Stake	Over-rely on subjective perceptions; Ignore causes	Produce broad picture of programme; See conflict in values
MANAGEMENT ANALYSIS	To increase rationality in day to day decisions	Lists of options; estimates; Feedback loops; Costs; Efficiency	MANAGERS, ECONOMISTS	Leon Lessinger Dan Stufflebeam Mary Alkin Alan Thomas	Over-value efficiency; Undervalue implicit	Feedback for decision making
INSTRUCTIONAL RESEARCH	To generate explanations and tactics of instruction	Controlled conditions, multivariate analysis; Bases for generalization	RESEARCH METHODOLOGISTS	Don Campbell Julian Stanley Mike Scriven	Artificial conditions; Ignore the humanistic	New principles of teaching and materials development
SOCIAL POLICY ANALYSIS	To aid development of institutional policies	Measures of social conditions and administrative implementation	SOCIOLOGISTS	James Coleman David Cohen Carol Weiss	Neglect of educational issues, details	Social choices, constraints clarified
GOAL-FREE EVALUATION	To assess effects of programme	Ignore proponent claims, follow check-list	CONSUMERS; ACCOUNTANTS	Mike Scriven	Over-value documents and record keeping	Data on effect with little co-option
ADVERSARY EVALUATION	To resolve a two-option choice	Opposing advocates, cross-examination, the jury	EXPERT; JURISTIC	Tom Owens Murray Levine Bob Wolf	Personalistic, superficial, time-bound	Info impact good; Claims put to test

Of course these descriptive tags are a great over-simplification. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognises one approach is not ideal for all purposes. Any one study may include several approaches. The grid is an over-simplification. It is intended to show some typical gross differences between contemporary evaluation activities.

Teacher talk	Indirect influence
	1.° <i>Accepts feelings</i> : accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
	2.° <i>Praises or encourages</i> : praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, 'um hm?' or 'go on' are included.
	3.° <i>Accepts or uses ideas of student</i> : clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.
	4.° <i>Asks questions</i> : asking a question about content or procedure with the intent that a student answer.
Direct influence	5.° <i>Lecturing</i> : giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions.
	6.° <i>Giving directions</i> : directions, commands, or orders to which a student is expected to comply.
	7.° <i>Criticizing or justifying authority</i> : statements intended to change student behavior from non-acceptable to acceptable pattern; hawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
	8.° <i>Student talk - response</i> : a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says.
	9.° <i>Student talk - initiation</i> : talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.
	10.° <i>Silence or confusion</i> : pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

• There is *no* scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

FIGURE 1 Categories for interaction analysis, Minnesota 1959

the matrix twice, which is how the sequence of events is preserved. Each of the 100 cells in the matrix contains an event and what happened directly afterwards. If the behaviors just described are entered into a matrix, they would be paired in this way first:

FIGURE 1 Categories for interaction analysis, Minnesota 1959

the matrix twice, which is how the sequence of events is preserved. Each of the 100 cells in the matrix contains an event and what happened directly afterwards. If the behaviors just described are entered into a matrix, they would be paired in this way first:

- 1st pair (10 6) 2nd pair
- 3rd pair (10 8) 4th pair
- 5th pair (4 9) 6th pair
- 7th pair (5 7) etc.

The rows in the matrix designate the first event; the columns are the second event. A tally is placed for each pair of numbers in the corresponding cell at the intersection of the appropriate column and row. The first pair above to be entered will go in the 10-6 (read 'ten-six') cell. The second will be placed in the 6-10 cell; the third, in the 10-8 cell; the fourth in the 8-2 cell; and so on. When all the tallies for an observation are entered into the matrix, the columns and the rows are each totaled. The totals for the columns

Second Event

	1	2	3	4	5	6	7	8	9	10	Total
1											0
2			1	1							2
3										1	1
4									1		1
5							1				1
6						1			1	1	3
7							1				1
8		1									1
9		1			1						2
10						1		1			2
Total	0	2	1	1	1	3	1	1	2	2	14

FIGURE 2 Sample matrix for recording interaction analysis

1st pair (1 0) 2nd pair (6)
3rd pair (1 0) 4th pair (8)
5th pair (4) 6th pair (9)
7th pair (5) etc.
7

The rows in the matrix designate the first events; the columns are the second event. A tally is placed for each pair of numbers in the corresponding cell at the intersection of the appropriate column and row. The first pair above to be entered will go in the 10-6 (read 'ten-six') cell. The second will be placed in the 6-10 cell; the third, in the 10-8 cell; the fourth in the 8-2 cell; and so on. When all the tallies for an observation are entered into the matrix, the columns and the rows are each totaled. The totals for the columns

TABLE 2.3. THE FLINT SYSTEM

- 585 -	
Teacher talk	Student talk
Indirect influence	
1. <i>Deeds with feelings</i> : In a nonthreatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.	
2. <i>Praises or encourages</i> : Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.	
2a. <i>Jokes</i> : Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense.	
3. Unintentional humor is not included in this category.	
3. <i>Uses ideas of students</i> : Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.	
3a. <i>Repeats student response verbatim</i> : Repeating the exact words of students after they participate.	
4. <i>Asks questions</i> : Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.	
5. <i>Gives information</i> : Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.	
5a. <i>Corrects without rejection</i> : Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.	
6. <i>Gives directions</i> : Giving directions, requests, or commands which students are expected to follow.	
6a. <i>Directs pattern drills</i> : Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).	
7. <i>Criticizes student behavior</i> : Rejecting the behavior of students; trying to change the nonacceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.	
7a. <i>Criticizes student response</i> : Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.	
8. <i>Student response, specific</i> : Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.	
8a. <i>Student response, choral</i> : Choral response by the total class or part of the class.	
9. <i>Student response, open-ended or student-initiated</i> : Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.	

TABLE 2.3. (continued)

10. <i>Silence</i> : Pauses in the interaction. Periods of quiet during which there is no verbal interaction.	
10a. <i>Silence-AV</i> : Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.	
11. <i>Confusion, work-oriented</i> : More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.	
11a. <i>Confusion, non-work-oriented</i> : More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with task at hand.	
12. <i>Laughter</i> : Laughing, giggling by the class, individuals, and/or the teacher.	
c. <i>Uses English</i> : Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.	
n. <i>Nonverbal</i> : Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.	

Source: Reprinted with permission from G. Moskowitz, "Interaction analysis: a new modern language for supervisors," *Foreign Language Annals* 5: 213 (1971).

APPENDIX A
COLT Observations

Appendix to Chapter 6 No 3: Communication Scheme (Part A) **Frolich and Spada, (1983)**

Orientation of Language Teaching (COLT, Allen, COLT Observation scheme (Part B)

SCHOOL _____ GRADE(S) _____ DATE _____
TEACHER _____ LESSON (Minutes) _____ OBSERVER _____
SUBJECT _____

[illegible][illegible]

FOCUS: FIVE CHARACTERISTICS OF COMMUNICATION

[illegible]

ANNÉE SCOLAIRE 1987-1988

Appendix to Chapter 8 No 1: The researcher's teaching time table

DE PROFESSEUR DES MATIÈRES

DISCIPLINE : Anglais
à compter du : 12-10

C.E.M.C. DE COME

X

M. de

AKOHLA Joseph

	7 - 8	8 - 9	9 - 10	10 - 11	11 - 12	15 - 16	16 - 17	17 - 18	18 - 19
LUNDI									
MARDI									
MERCREDI									
J E U D I									
VENDREDI									
SAMEDI									

A.P.

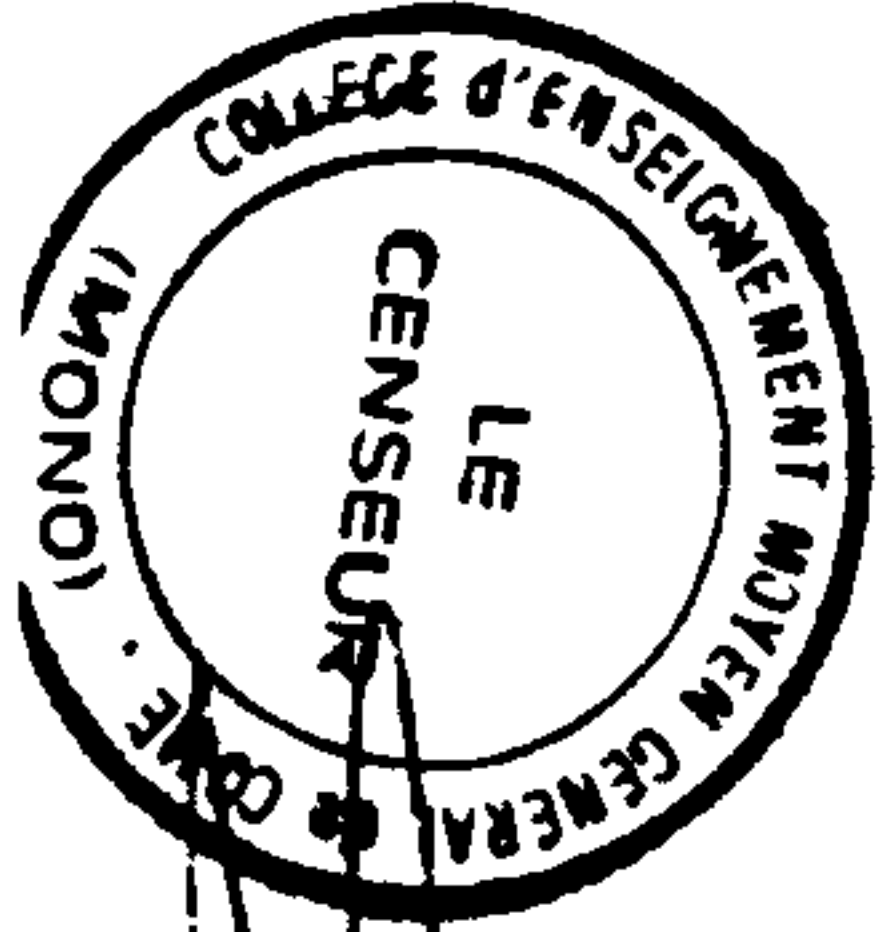
BGr2B

A.C.

A.C. >
MT, B

BGr3A

LE CENSEUR,



Georges GOUTON

Heures dues : 2.0

Heures Fautes : 1.0

Heures Supplémentaires :

Appendix to Chapter eight No 2: participants in the INSET Project

a) Teachers (with their pupils whose names could not be cited here due to space constraints)

province	School	Teachers		status		class	
		experimental	control	tr'ned (t)	untr'ned (u)	art (a)	science (s)
1 , Atlantique	1 Ouidah I	.1 ,Agossou Sylvain		.t		.a	
		.2 ,Glidja Flavien		.t			s
	2 Ouidah II	.3 ,	.Soglo Dominique	.t			s
		.4 ,	.*Kpanou Virginie	.t			s
		.5 ,	.Aihou Adolphe		u	.a	
	3 Allada	.6 ,Singbo Benjamin		.t			s
		.7 ,Kumah Francis			u	.a	
	4 Sekou	.8 ,	.Idohou Celestin		u		s
	5 Ab, Calavi	.9 ,Agoundo Victoria		.t		.a	
2 , Mono	6 Comè	.10 ,Gbangbola Charles		.t		.a	
		.11 ,Koumongah Vincent			u		s
	7 Grd Popo	.12 ,	.Pognon Comlan	.t	u	.a	s
		.13 ,	.*Kodzi Japhet		u		s
	8 Aplahoué	.14 ,Gankpè A. Noel		.t		.a	
3 , Ouémé	9 Adjohoun	.15 ,Sewor Emmanuel			u		s
		.16 ,	.*Houhounou Jean	.t			s
	10 Avrankou	.17 ,	.Amadou Ramanou	.t			s
		.18 ,Sounouvou François			u		s
	11 Bourguine	.19 ,	.Zinsou Agbegnigan		u		s
4 , Zou	12 Savalou	.20 ,Moussa Boyo			u		s
	13 Bohicon	.21 ,*Senou Leopold			u		s
	14 Covè	.22 ,Agossa Clément		.t			s
	15 Abomey I	.23 ,			u		s

b) other participants;

- Training team : CTIS ANGLAIS members in particular;

* Core training team: - Late Adrian Sewell KELT director and CTIS advisor

- Sebastien Allotchenou, inspector of English at DIM

- Joseph Akoha teacher CEM6 Comè and coordinator of the experimental INSET,

* Other contributors - Datondji C. Innocent, Methodology lecturer and Director of studies at ENS,

- Medegan Ambroise, lecturer in Literature and head of the English Department,

- Hounzangbe Maurice , lecturer and Teaching Practice coordinator at ENS,

- Devoh Monique teacher Lycée Behanzin (M,A)

- Midahuen Vital teacher DPE ouémé (M,A)

- Affagnon Raoufou teacher CEM6 Notre Dame Cotonou (M,A)

- Doyigbé Etienne , teacher CEM6 Davié (M,A)

- Follal Fatoumbi teacher, CEM,6 Segbeya Cotonou

* Adm'tive authorities- Olory Bienvenu CTIS coordinator

- Santos Françoise, CTIS secretary

- Zevounou, head of the research unit at INFRE

- Dr Gbadamassi Director INFRE

Appendix to Chapter 8 No 3: Sample page of inspector's personal notes of the trainers' seminar.

06-11-87, 15:40 Rencontre INFRE AROTH -

1. Brief presentation of ^{the} project.
2. Explanation & discussion of the instruments to be used.
3. Piloting the instruments.

Hantgus.

1. Brief presentation
 - a. objectives
 - b. procedure
 - c. organization

sources d'infos.
d'activités
R.D

2. Initial teacher training is just a warming up?
the importance of in service training.
necessity of in service training, effectiveness of training by measuring its outcome.
Is it possible to conceive a ^{policy} program of inset which works whose results could be the improvement of teachers & their students -
To investigate the ^{effect of inset on} effectiveness of
T. with ⁽¹⁾ pre-service training T without ⁽²⁾ pre-service T.
compare the effect of INSET program on the 2 groups, if g_1 is better than g_2

looks

oo BM

CTIS

E/A

Transpore

Instruction: Appreciate the extent to which the following teaching skills and their indicators have been satisfactorily evidenced by the trainee's performance. Use this rating scale and write down the number which best expresses your judgement:

1= very satisfactory; 2= satisfactory; 3= somewhat a problem; 4= a major problem; 5= not applicable to the teaching/learning activities observed during the lesson.

Teacher: _____
 School : _____
 Class: _____
 Date and time of observation: _____
 Name of observers: _____
 1 _____
 2 _____
 3 _____

General teaching skills	Indicators	Appreciation
Plans teaching/learning activities to achieve selected objectives	1- selects and specifies learning objectives for lessons	1-2- 3-4-5-
	2- selects and specifies content, materials and media for lesson	1- 2- 3-4-5
	3- selects and specifies teaching procedures for lesson	1- 2-3-4-5
	4- selects and specifies materials and procedures for assessing learner progress on the objectives.	1- 2-3-4-5
	5-plans teaching/learning activities at a variety of levels and using varied sensory motor channels	1- 2-3-4-5

- b/ Organises teaching/ learning activities to take account of individual differences among learners.
- 6- takes into account differences among learners in their capabilities for the selection and organisation of teaching/ learning activities I- 2-3-4-5
- 7- selects and organises teaching/learning(T/L) activities with regard to differences in learners' learning styles. I-2-3-4-5
- c/ Obtains and uses information about the effectiveness of his/ her teaching to revise it when necessary
- 8- checks the effectiveness of his/her teaching I-2-3-4-5
- 9- revises his/her teaching using evaluation results and observation data I-2-3-4-5
- d/ Uses instructional techniques, methods and media related to objectives
- 10- uses teaching methods appropriate for objectives, learners and environment I-2-3-4-5
- 11- uses instructional equipment and other instructional aids that provides appropriate practice on objectives I-2-3-4-5
- e/ communicates with learners
- 12- gives clear instructions and explanations about T/L activities and lesson content I-2-3-4-5
- 13- clarifies instructions and explanations when learners misunderstand lesson content or tasks I-2-3-4-5
- 14- uses responses and questions from students and builds on them in teaching I-2-3-4-5

f/ reinforces and encourages learner involvement in T/L activities

I5- provides feedback to learners

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throughout the lesson using verbal comments (good, fine, well done, excellent, splendid etc.) as well as positive gestures and facial expressions (smiling, nodding of head, looking in a variety of friendly ways

I-2-3-4-5

I6- uses acceptable and clear written or oral expressions with learners.

I-2-3-4-5

I7- uses procedures which get learners initially involved and interested in lessons

I8- provides learners with opportunities for participating (e.g. pauses to give pupils time to think before answering teacher questions, doesn't answer his own genuine question, doesn't show obvious signs of impatience or boredom, uses probing techniques to help pupils arrive at appropriate answers such as prompting seeking clarification, refocussing

I-2-3-4-5

I9- acknowledges pupil contribution (er mmh, ah ha, I see, I know, really? that's a good point, will you repeat it for the class? the point you are making is then that, etc.)

20- gives credit for the correct part of a pupil's answer and helps him to improve on his contribution (er that's a good attempt, but look again carefully, or listen again carefully or think again etc

communicative language
teaching skills

-595-

- a/ builds in language teaching learning activities information gaps that generates real communication in the classroom
- 1- uses various techniques to set up language skills learning activities(e.g. jumbled dialogue/text, jigsaw reading/listening, roleplay, drama, games, discussion etc.) I-2-3-4-5
- 2- presents new language items(lexis, grammatical structures etc.)in a meaningful context , and practices them in a realistic and communicative way as opposed to purely artificial drilling I-2-3-4-5
- b/ uses varied interaction patterns to create a favourable climate for communicative activities
- 3- sets up and monitors individual and whole class activities as well as pair and group work as an essential part of his/her teaching I-2-3-4-5
- c/ models and monitors language and language use during lesson
- 4- uses the language of instruction and of classroom management to generate genuine communication with learners and among learners I-2-3-4-5
- 5-monitors teacher-pupil talk so as to increase pupil talk and reduce teacher talk which however is audible attractive and natural I-2-3-4 5

C- Overall assessment: I comments: _____

2- Recommendation _____

3-Mark or grade _____

Column 6: put a X in this column against any step which has been skipped altogether. In the observation column indicate whether in your opinion the skipping of this step is justified in view of the simplicity of the task, the familiarity of students to it, the clarity and effectiveness of preceding steps, and success of the execution of task by students.

Column 5:- in this column indicate the language target or lesson objective aimed at through the pair or the group work using the space provided for the first step(a)

- indicate whether what is being observed is a pair(p) or a group(g) work in step b
- put a tick(✓) against each step that has been at least followed in the setting up , monitoring and checking of the work
- specify the duration of each step as projected in the plan and as actually done during the lesson.
- specify the number of groups or pairs called upon during the public check phase, i.e the phase at which some pairs or groups are asked to show to the whole class what had been done in their groups or pairs. At this phase mistakes are corrected and after the group or pair performance and consensus is reached by class if needed.
- specify number of teacher samples, i.e, the number of pairs or groups to which the teacher went during the work to monitor it, take (mental)note of anything worth coming back to later, offering help if needed and asked for, but talking as little and as softly as possible so as not to distract students' attention from and concentration from the task at hand and addressing the whole class only if a particular point really needed to be reclarified to the whole class.

Column 4, 3, 2, 1 : they are used to show your appreciation of how well a step has been done on the following scale:

- 4= major problem, i.e, it is not well done.
- 3= somewhat of a problem, i.e, it could have been better done
e.g, instructions could have been clearer, demonstration better done, pair/group formation procedures refined etc.
- 2= satisfactory
- 1= very satisfactory.

These scales will also be used for an overall appreciation.

PAIR/GROUP WORK PRACTICE AND ASSESSMENT GUIDE

-597-

TEACHER

SCHOOL AND CLASS

DATE AND TIME OF OBSERVATION:

NAMES OF OBSERVERS:

1/

2/

3/

STEPS	RATING SCALE							OBSERVATION
	6	5	4	3	2	1	0	
a/ Language target: structure, notion, function, topic, themes, lexis, skills								
b/ Pair or group work								
c/ Teacher explanation								
d/ Teacher model								
e/ Teacher+student demonstration								
f/ Duration projected								
g/ Duration Actual								
h/ Repetition projected								
i/ Repetition actual								
j/ Teacher sample								
k/ Public check								
l/ Repeat duration								
m/ Repeat number								
n/ change of focus								
o/ Overall appreciation								
p/ Comments and recommendation								
q/ Mark:								
							20	

NB: see instruction on next page before using this instrument.

Appendix to Chapter 8 No 4b: Student evaluation form

Student evaluation form

-598-

Instructions: give your opinions on your teacher's lesson. After each question circle the number which best expresses your opinion:

1 - is a very positive answer to the question

5 - is a very negative answer to the question

1 - Do you think the teacher succeeds in getting your attention and interest at the beginning of the lesson?

① - 2 - 3 - 4 - 5

2 - Do you think he/she has maintained your attention and interest throughout the lesson?

① - 2 - 3 - 4 - 5

3 - Has the teacher clearly explained what you have to do?

① - 2 - 3 - 4 - 5

4 - Has the teacher demonstrated himself and with some students what he wants you to do?

① - 2 - 3 - 4 - 5

5 - Does the teacher make everybody take part in the lesson?

1 - ② - 3 - 4 - 5

6 - Does the teacher use examples you understand and simple words to explain the lesson

① - 2 - 3 - 4 - 5

7 - Does he/she move about the classroom to encourage pupils?

① - 2 - 3 - 4 - 5

8 - If you work in pairs or groups does he/she ask some pairs or groups to show what they have done to the rest of the class?

① - 2 - 3 - 4 - 5

9 - Does he/she give enough time to pupils to give their opinions?

1 - ② - 3 - 4 - 5

10 - Do you think he/she has spoken less than all the pupils together?

① - 2 - 3 - 4 - 5

11 - Has he/she helped pupils to make their answers clearer and to explain their opinions more?

① - 2 - 3 - 4 - 5

12 - Does he/she encourage verbally and with gesture those who contribute to the lesson?

① - 2 - 3 - 4 - 5

13 - Does he/she use pupils' contribution?

① - 2 - 3 - 4 - 5

14 - Do you think the teacher is patient enough?

① - 2 - 3 - 4 - 5

15 - Do you think he corrects pupils too much?

1 - 2 - (3) - 4 - 5

16 - Do you think he/she corrects pupils too much?

1 - 2 - (3) - 4 - 5

17 - Do you think the lesson has been well planned?

(1) - 2 - 3 - 4 - 5

18 - Did you enjoy the lesson?

(1) - 2 - 3 - 4 - 5

19 - Have you learnt something from the lesson?

(1) - 2 - 3 - 4 - 5

20 - If you have any suggestions or anything you have not liked in the lesson, please write them down here frankly.

The book is good. They are a lot of images in it. Our teacher is very good. We like him. He teaches well. But we would like him to give us more time to prepare the lessons. We would like also the headmaster and the administration to give us more than two ~~ours~~ hours of English per week. In our time-table we have only English on Thursdays from five to seven P.M. it is not enough. Like wise our parents are not rich enough to help us by buy the books. If the State could help us buy them, it ~~ex~~ would be a good thing.

Tests

Appendix to Chapter 8 No 5: Student achievement evaluation test

Choose the best word or group of words to complete each sentence.

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Duration 45 min

Write your answers beside the corresponding numbers below

- | | | |
|---------------|---------------|---------------|
| 1 <u>came</u> | 6 <u>bird</u> | 11 <u>but</u> |
| 2 <u>when</u> | 7 <u>them</u> | 12 <u>it</u> |
| 3 <u>was</u> | 8 <u>the</u> | 13 <u>was</u> |
| 4 <u>at</u> | 9 <u>said</u> | 14 <u>him</u> |
| 5 <u>him</u> | 10 <u>the</u> | 15 <u>her</u> |

TEST ONE

A Reading and completing (45 marks)

Read the following passage carefully. Write on your answer paper the word that fills each gap.

Proverbs are popular all over Africa. Here is a story from Central Africa which illustrates the proverb, 'Kindness killed the francolin'.

One day during the dry 1 there was a terrible bush fire. All the 2 and birds forgot who were friends and who 3 enemies as they fled from the red flames 4 the black smoke. The puff adder couldn't 5 as fast as those who had feet or 6. As he felt the hot fire close behind 7, he called out to the francolin, 'Help me!'

8 francolin took a stick between his feet and 9 to the puff adder, 'Hold onto it with 10 mouth,' as he flew away from the fire. 11 the clever francolin rescued the puff adder.

But 12 they were safe from the fire, the puff adder 13 very hungry. He killed the francolin and ate 14, although it was the francolin who had saved 15 life. So, people say, 'Kindness killed the francolin' when they want to point out that others can sometimes be ungrateful and take advantage of kindness.

- 1 Everybody in bed.
 - a has to spend sometimes
 - b have to spend sometime
 - c has to spend some time
 - d have to spend some time
- 2 The girl mother was sick was crying.
 - a which
 - b whose
 - c of which
 - d of whom
- 3 'Can't you read?' asked Sunbo, to the notice.
 - a and angrily pointing
 - b pointing angrily
 - c angrily pointed
 - d and pointing angrily
- 4 Your muddy shoes shouldn't be here.
 - a Get out them!
 - b Take them out!
 - c Put them off!
 - d Take away them!
- 5 Oruama doesn't eat meat.
 - a Neither does Okpo.
 - b So doesn't Okpo.
 - c Okpo doesn't that either.
 - d Okpo doesn't too.
- 6 the moment, I'll go into town.
 - a As it doesn't rain
 - b For it doesn't rain
 - c As it isn't raining
 - d For it isn't raining
- 7 Femi's father has promised him to Lagos.
 - a bringing
 - b to take
 - c to bring
 - d taking
- 8 We asked them last week but they .
 - a didn't yet say that yes.
 - b haven't said yes yet.
 - c haven't yet said that yes.
 - d didn't yet say yes.
- 9 Who was the first person today?
 - a you spoke to
 - b spoke to you
 - c whom you spoke
 - d you spoke
- 10 I like two shirts.
 - a all these
 - b these all
 - c these both
 - d both these

PROGRAMME DU DESTINAIRE GROUPE DE FORMATION DES

PROFESSEURS D'ANGLAIS DES ETABLISSEMENTS EXPERI-

-601-

MENTAUX POUR APPLICATION DES NOUVEAUX PROGRAMMES

DU 26 AU 28 NOVEMBRE 1987.

=====

DAY TIME	26/11/87 THURSDAY (Jeudi)	27/11/87 FRIDAY (Vendredi)	28/11/87 SATURDAY (Samedi)
15-9h30	Opening and warm up activity (Knowing about each other)	Planning lesson by objectives, activities and procedures.	Educational objectives and teacher questions
35-10h30	Communicative language teaching : Assumptions, principles and activities.	Workshop : Work out planning objectives, activities and procedures for Units 3, 4, 5, 6, of English Africa Seconde.	Workshop : evaluate units 3, 4, 5, 6, 6. of English Africa Seconde and write supplementary questions for the exploitation of the reading passages if necessary
40-11h40	Pair/Group work in Communicative language teaching Rationale, Procedures and Problems.	Feedback session on lesson planning.	Public lecture : la formation des professeurs de langue en vue d'une éducation pour la paix dans le monde et la compréhension internationale dans le cadre des recommandations de l'UNESCO.
45-13h15	Microteaching : setting up pair or group work for communicative language teaching :	Reading and reading comprehension activities with special reference to English Africa and Say What You Mean.	Synthesis of Seminar, and Instructions for school based J N S E T Meetings.

ROCHAMBEAU SEMINAIRE GROUPE DE FORMATION DES
PROFESSEURS D'ANGLAIS DES ETABLISSEMENTS EXPERIMENTAUX
POUR APPLICATION DES NOUVEAUX PROGRAMMES DU 26 AU 28
NOVEMBRE 1987. (SUITE)

=====

DAY	26/11/87	27/11/87	28/11/87
TIME	THURSDAY (Jeudi)	FRIDAY (Vendredi)	SATURDAY (Samedi)
15h-16h15	Teaching/learning language for Communication in the class-room. (Teachers own classroom communication language improvement).	Microteaching with real students on setting up, and conducting reading comprehension activities in the classroom.	
17h-18h	Workshop on classroom English related to EFL specific teaching skills : a) getting organised and giving instruction for dialogue practice. b) getting organised and giving instructions for the teaching of vocabulary. c) getting organised and giving instructions for the teaching of reading comprehension.	Testing : Rationale, objectifs principes and techniques.	
18h30-19h30	Microteaching and feedback on classroom English with focus on the teaching of vocabulary and correction techniques.	Workshop : elaboration of test for continuing assessment and examination : 1/ first cycle 2/ second cycle 3/ examinations.	
19h30-20h30	Film : teaching observed and video tapes of microteaching on pair/group work (MA Research and wto day microteaching).	Film : Title to be given on the day.	

PROGRAMME DU SEMINAIRE DE FORMATION
EXPERIMENTALE POUR L'APPLICATION DES NOUVEAUX
D'ANGLAIS. PORTO-NOVO 17-20 FEVRIER 1988

Day	.Wed	.Thursday(jeudi)	. Friday(Vendredi)	. Saturday(Samedi)
Time				
7.20		. Breakfast(petit	. Breakfast	. Breakfast
7.50		dejeuner)		
8.15		. Teaching English	. Teaching writing:	. Teacher questionnaire
9.55		through Notions and	techniques and applica-	administration
		Functions:principles,	tion with special refe-	session 2
		techniques, and appli-	rence to English Africa	
		cation with special	and Say What You Mean	
		reference to Benin		
10.05				Public lecture:
11.45		. Teaching Vocabulary:	Educational objectives	Langues etrangeres,
		a way and ways	. and teacher questions	langues nationales dans
				la dynamique du developpe
				ment socio-economique et
				et culturel du Benin:
				implication pour la for-
				mation des professeurs de
				langues etrangeres.
11.50		. Lesson preparation	. Lesson preparation	. Public lecture: debate
12.50		Unit 5: ways to voca-	Unit 6.E.A. : ways	
		bulary and Ways to	to writing and to	
		grammar	. teacher questioning	
13.05		. Lunch(dejeuner)	. Lunch	Lunch
13.45				
15.00		. lesson preparation	. Lesson preparation	. Teacher questionnaire
15.45		continued	. continued	. continued
16.00		. Exploratory micro-	. Exploratory micro-	
17.20		teaching.(C.E.M.G.	teaching.(C.E.M.G.	. teacher questionnaire
		d'application)	d'application)	continued; open discus-
				sion on Pedagogy and on
				English Africa
17.30	Regis-	Viewing and feedback.	Viewing and feedback	. Evaluation of the seminar
19.15	tration	session at E.N.S:	session: focus: teacher	departure formalities
	accueil:	focus:P/G work	reaction and question	sandwich and leave
	des parti	revisited-	ning techniques	. taking
	cipants	. lesson planning		
		and classroom		
		management.		
19.30	Dinner	dinner	dinner	
20.15	Diner			
20.15	Presenta	Video	Film	
21.15	tion of the	film		
	questionnaire to			
	teachers			

Appendix to Chapter 8 No 6c: Third residential seminar programme.

Third English Africa Support Seminar
 ENI Lokossa 15 June - 18 June 1988

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Date/ Time	Wednesday 15 June	Thursday 16 June	Friday 17 June	Saturday 18 June
7.15- 7.50		Breakfast	Breakfast	Breakfast
8.15- 10.15		Administration of teachers' question- naires	Synthesis of questionnaires (continued) -visit to CPDIP Lokossa	Administration of experimental INSET evaluation question- naires
10.30- 12.30		Synthesis of teach- ers', students' and educational authorities' ques- tionnaires	Presentation of the draft of the first part (first ten units) of the teachers' guide to English Africa Seconde	Experimental INSET evaluation-closing ceremonies: 10.30-11.20 Display class 11.30-12.00 INSET coordinators' report 12.05-12.30 prize to best experimental students 12.35-13.05 final speeches from authorities
12.45- 13.30		Lunch	Lunch	Lunch
15.00- 17.00		Dialogues, games and role play- revisited	Working with reading compre- hension texts- revisited: class- room activities and lesson prep- aration	INSET evaluation seminar evaluation
17.00- 19.00	arrival of participants	The British Council/ ODA project in Benin and how it relates to teachers' language improvement and professional dev- elopment	-Video film: extrac- from post-test recordings of lessons -Distribution of experimental INSET questionnaire	Farewell reception (including music and songs
19.00 19.45	Dinner	Dinner	Dinner	Dinner
20.00- 21.30	Presentation of programme and distribution of handouts	Video film: second seminar's microteaching extracts	Video feature film + discussion	

Dear colleague,

First of all may I congratulate you for the quality of the work we did during the last seminar held in Porto-Novo from 26th to 28th november. Your personal commitment and involvement in the activities were decisive for the success of the seminar as it will be for the success of the whole project.

The objectives of this worksheet are:

- 1/ remind you of key ideas that pervaded the seminar and all its activities.
- 2/ set the tasks for the pedagogic school meetings you will hold this month before going on holiday.

I KEY IDEAS THAT RUN THROUGH THE FIRST SERIES OF INSET SEMINARS HELD
IN PORTO-NOVO FROM 26th to 28th NOVEMBER 1987

a) Teacher domination, student passivity and dependence: it has been noticed that until now the methods and approaches used for the teaching of English in Benin have insisted on taking away from learners responsibility for learning. They have encouraged a passive and submissive attitude on the part of our pupils. They have created a negative self concept of dependence upon an almighty teacher who is the center of all teaching/learning events in the classroom and even outside it, controlling and dominating every move and teaching everything. Learners are considered unable to work out solutions to their learning problems. They must wait, with their "empty heads" for the teacher to pour words, grammatical structures, sounds and other isolated language items into those heads and fill them to the rims.

b) Learner centredness, learner participation and responsibility for learning: the "new" approach being encouraged in English Africa and throughout the second cycle curriculum considers it necessary to give back to learners responsibility for learning. all teaching/learning activities should be centred on the learner who must exercise his/her intellectual, affective social and psycho-motor skills and capacities to solve his/her own learning problem with the teacher's guidance and assistance when needed, and through his/her interaction with his/her fellow learners.

c) Importance of learner-learner interaction, communicative, tasks based activities and changing role of the teacher: It has been shown that if students are encouraged to work cooperatively among themselves in small groups or in pairs to solve learning problems, carry out communicative tasks and work out solutions to language problems, using as much as possible the target language in the process for genuine communication, they may learn more and better without teachers having to overteach them. We, teachers, only have to thoughtfully and carefully set up those tasks, explain them, give clear instructions on what is expected of students and on how they can achieve it, demonstrate it, discreetly monitor their execution in the groups, give help when needed, publicly check how well they have been done and if necessary insist on particular aspects of the tasks in a follow up systematic teaching activity. Our roles as teachers are not less important than before but their nature has changed from that of teacher, knower, head filler to the one of planner of learning activities in relation to students' expressed needs and learning objectives, of classroom manager, of motivator, encourager and giver of affective and intellectual support.

d) Lesson planning and the need to structure instruction: It has been shown that in these conditions it is necessary for teachers to have clear objectives for each lesson that should be known by students, with specific instructional objectives for each stage in the lesson. They must have a clear plan of activities with procedures and materials which will help achieve these objectives. This plan must specify what students have to do when and what the teacher has to do as well as ways in which the extent to which the objectives have been achieved will be checked and evaluated. In other words we must clearly structure the lesson.

e/ textbook as servant and not as master: In the same way as the "new" approach gives teachers freedom to explore various methodological procedures and activities, it encourages them to see the textbook as an instrument they should use to reach their own objectives, and not a master who dictates every step we have to follow. It is up to us to interpret it and bring it to life through our imagination and our capacity to use a wide range of strategies to tackle the learning activities it contains and which suit our purposes. In this connection the lectures and workshops on communicative activities, on classroom English, on reading and reading activities should have equipped you with a substantial repertoire of language and teaching learning activities and techniques for the implementation of the new curriculum in the second cycle.

f) The need to link subject specific teaching competence with a general professional competence as educators: It has been shown that language teaching with its methods and contents cannot be seen in abstract and isolation. It responds to an overall educational goal, within a socio-political context in a given society, at a given time. It has been stressed that in our contemporary world where various national and international institutions, namely UNESCO, are deploying tremendous efforts to promote human rights and world peace through an education for international understanding, it is necessary to conceive of teacher training programmes not exclusively in terms of the mastery of a specific subject matter and of some tips to teach it, but within a more general requirement to prepare teachers for their role as educators, and as agents of development. It is then necessary for teacher training programmes to have enough provision for a general culture that familiarises teachers with contemporary social, economic and political problems and awakens their awareness of their responsibility as educators in the solutions to these problems. In this connection the lecture and discussion on "the training of teachers and the question of education for peace and for international understanding in the framework of UNESCO recommendations" has been highly appreciated.

These are most of the main ideas that were discussed and acted upon during the seminar. The next part of this worksheet is to help you monitor by yourselves the application of some of these ideas in your class and reflect on the process and product of that application.

II SCHOOL BASED IN-SERVICE EDUCATION AND TRAINING OF TEACHERS (INSET) MEETINGS

A/ Objectives: The objectives of the meetings you are required to hold in your schools, as experimental teachers are:

- help you take responsibility for your own professional development (improvement)
- help you build up your self confidence as concerns the teaching of the new English curriculum in the second cycle and particularly the teaching of English in Africa.
- prepare you for the next series of INSET seminars to be held in Porto-Novo from 18th to 20th February 1988.

B/ Tasks

- 1) Prepare lesson plans for some Units of English Africa second cycle.
 - Zou province: units 4, 5, 6.
 - Mono province: units 7, 8, 9, 10.
 - Atlantique: units 11, 12, 13, 14
 - Oueme: unit 15.

N.B. the following points should appear on your plans or their absence should be justified:

- the different phases of your lesson (presentation, practice, production). note that the different lessons in one unit constitute, in general, aspects of the same teaching unit evolving around the same teaching points. It may be sometimes possible to base the planning on the whole unit, although some lessons (lesson 3 for example) may be planned alone.
- the different activities and the procedures to follow in doing

them, in terms of what the teacher does and what the students do; the time needed for each activity;

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- the materials needed for each activity.
- the overall objective of the lesson and the specific instructional objective of each activity or their aims.
- methods for checking understanding and for ^{evaluating} the extent to which the objectives have been attained.

Note that your objectives may be contained in the language target (s) of the lesson (functions, structures, lexis, phonology etc) or in particular skills (reading, listening, writing, speaking and various strategies for learning the and/or in the promotion of an attitude, a view point, a general cognitive or social skill with regards to a problem and or its solutions.

2) Choose one of the following tasks in addition to the one above:

a- ask your pupils, at the beginning of one of your lessons this week or the next, to write down what you will have done and what they will have done during the lesson. After the lesson get them into groups of 3 to 5 and ask the groups to write a report on the lesson, specifying what you did, what they did, how the lesson went, their impression on the lesson, how they felt about it after it, and making suggestions for its improvement. They may seek inspiration from the student evaluation form attached to this worksheet. Write a synthesis of their reports, noting the degree of agreement in descriptions, and in interpretations of the lesson, pointing out your own agreement or disagreement with them on particular points.

b- describe in detail one of your most successful lesson during these first two weeks of December: specify the objectives of the lesson, how you started it, what you did, with which materials, what you asked your students to do with which materials, how they did it, how you checked their understanding of tasks and evaluated the extent to which the objectives had been attained, how students felt and how you felt at the end of the lesson.

c- choose one teaching point that has given you the most problems since you started teaching English Africa or Say what You Mean. Formulate the main problem and specify its components. expose the attempts of solutions you have already tried, the extent to which they have been successful. Explain the solution(s) you envisage for next lessons on this particular point.

d- describe all the ways you have already tried to help your pupils understand "difficult" words in a reading passage. Which one have you found most successful? explain why if you can.

C/ Procedures

i) If you are more than one experimental teacher or if there is another teacher teaching in second in the same school as you, do the lesson planning in pairs or groups. Exchange ideas or notes, and work together when feasible on the second task.

ii) If you are alone join the nearest experimental teacher if you can. If you can't work alone. don't ask a control group teacher or a teacher whose school is not involved in the experiment to help you or work with you.

iii) Maintain an enjoyable, supportive, frank and friendly working atmosphere in your working group.

iv) Be persevering; don't give up. The process of reflecting on one's teaching and writing down the description of one's teaching and of one's reflection, is central to the school based INSET activities you are required to engage in. It is something we are not used to. The idea behind this approach is that we do a lot of things in our classes; but because we so rarely give ourselves time to stand aside and reflect on our actions and draw conclusions for improvement, we don't learn and profit by our experience, let alone share it with our colleagues, as much as we could. It is hoped that this project will help teachers take up this challenge as one of the fundamental prerequisite for self improvement in our profession.

CONCLUSION: that's all; thank you. Enjoy your school meetings and your holidays. Happy Christmas.


Joseph AKOHA, research coordinator, University of
London Institute of Education.

TEACHING ENGLISH THROUGH NOTIONS AND
FUNCTIONS : RATIONALE-PRINCIPLES AND
APPLICATION TO THE TEACHING OF ENGLISH
AS A FOREIGN LANGUAGE IN BENIN : DISCUSSION N°1

-608-

Objectives :

If at the end of the discussions of this topic, teachers.

- Have a clearer idea of what notions and functions are in language teaching /learning context.

- Understand and try out at least 3 ways in which national and/or functional approach to language teaching/learning can be integrated to their classroom practice.

- have a better understanding of at least 3 traditional language teaching techniques and try out ways of adapting them to a more functional orientation to language teaching,

the objectives of the session will have been reached

DISCUSSION PLAN AND METHODOLOGY

In order to reach the objectives stated above the discussion will first establish the rationale for

the Notional-Functional approach and define what it is taken to be in the EFL teaching/learning context, by an active participative and discovery method combined with some theoretical input to consolidate and expand the findings of the exercises- Then a brief introduction to attempts at identification of notions and functions will be exposed. Finally and mainly the discussions n°2 will focus

On classroom activities and language exercises designed to facilitate the teaching of English through notions and functions in the framework of the communicative movement in language teaching.

N.B.- It is very important that you try the exercises before Reading the synthesis and theoretical back up .

- If you are alone work on your own. But if you are in group work in pairs or/and in groups of 3 to 5.

I. NOTIONS AND FUNCTIONS : RATIONALE

EXERCISE 1.-

- a) state 5 circumstances in which the

FOLLOWING UTTERANCES MAY TAKE ON SPECIFIC MEANINGS WITH PARTICULAR INTENTIONS ON THE PART OF THE SPEAKER : " WHO IS TALKING ?" -609-
b) For each circumstance specify the meaning.

Synthesis and theoretical back up.

From the discussion of Exercise 1 it results that, in order to understand and use language appropriately it is necessary to place what is said or written in its context and have an idea of the intention of the speaker. This is so as generally people do not speak for speaking sake. They do so in order to communicate something to their listener(s) with the intention of influencing them one way or other. They use language to do something. This double understanding of the use of language is the basis from which the notional-functional approach to language teaching has developed. It has developed and influenced language teaching/Learning programme and methodology over the last twenty (20) years as a result of dissatisfaction about the restrictive view of language which has dominated language teaching and learning from the grammar translation tradition to the audio-lingual techniques (

This ~~restrictive~~ view has had among others two influential advocates ; Ferdinand de Saussure and Noam Chomsky.

Ferdinand de Saussure : (1916) the pioneer student and founder of linguistics distinguished two levels of language. The first one is langue understood as the syntagmatic (Sujet + verb + complement) or paradigmatic (Subject pronouns (he, I, You we etc.) relations between constituent elements forming an elaborate structure of mutually supporting parts of language and the combination of these elements to build correct sentences, Texts, and to build a system of language forms or code.

The second level is parole understood as the context of language and more precisely as language in use, language as performed in real life and related to its content, to what it means. But he considers that language study should only be concerned with the first level, i.e with the formal aspects of language with the relations between its elements. Level two, that is, content analysis, the study of meaning or semantics although recognised as one aspect of language should be left to philosophers and other anthropologists who have been grappling with the complex question of meaning/relation to communication and with regards to the general reference.

Of symbols to their objects since Plato Aristotle⁶¹⁰ Locke, Kant, Russell, Malinowski etc... to Austin, Searle, Grice, Garfinkel, Peirce and others more recently

This position has been endorsed by Noam Chomsky (1935) Whose famous distinction between competence and performance has been rightly equated with de Saussure distinction between langue and parole .

Thus language study in Chomsky's view should be concerned with linguistic competence, seen as the tacit Knowledge of language structure, the native speaker's intuitive Knowledge of the language as an ideal speaker-hearer in a completely homogenous speech community thanks to which he can from a finite number of rules process and produce an infinite number of correct sentences. It should not be concerned with performance, the process of encoding and decoding messages, that is, the actual use of language in concrete situations which may be affected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interests, and errors. " (Chomsky) (1965 : 31)

The study of language in the Chomsky an view is therefore the study of these intuitive formal rules from which an infinite number of sentences can be generated. The question of language meaning context of use has been overlooked, at least, in the early formulation of the Chomskyan theory.

These structural views of language, which has permitted linguistics to establish its elf as a scientific field of enquiry in its own right thanks to the work of influential theorist such as Bloomfield (1933) in America have for a long time served as the basis on which language teaching/learning programmes and methodologies are elaborated. To know a language in this theoretical framework, is to know its constituent parts that is, its sound systems (phonology) its grammar (syntax and morphology) and its lexis (vocabulary.) Thus Language = vocabulary + essential structure. Different aspects of language are taught as discrete items in isolation with the hope that learners will eventually make the synthesis and use them appropriately when needed the teachers role is to teach the rules,

.../...

exercise the mental faculties of the learner through translation and formal, decontextualised and artificial grammar exercises; drill the student in language structure patterns formation in such a way as to inculcate these patterns into their linguistic habit" so that they can use them automatically.

Though some did learn this way, the results have not proved worth the efforts. Because many, after studying a language in this formal way, cannot use the language adequately in real life although they do know the rules or can automatically remember some patterns if appropriately cued. As noted by Widdowson,

"The problem is that students and especially students in developing countries who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language and to understand its use in normal communication whether in the spoken or the written mode".

Widdowson 1983 in Brumfit

ed 1983: The communicative approach to language teaching : p.117 (henceforth CALT)

So it may not be enough to be competent in the manipulation of the language system, not enough to be excellent at talking about its rules/ⁱⁿ order to be able to use it in real life. There seems to be more to language than its constituent parts, the sum of its grammatical phonological and lexical system. It seems that extra linguistic factors that have been excluded at the beginning should be part and parcel of linguistic concern and should be integrated to the teaching and learning of languages. As Malinowsky (1946) puts it the meaning of any single word is to a very high degree dependent on its context... (and) is intelligible only in its context of situation. It must be gathered not from a passive contemplation of this word but from an analysis of its functions, with reference to the given culture."

Elaborating on this question of context and appropriate use of language, Dell Hymes (1972) in a seminal paper on communicative competence has this to say.

"We have to account for the fact that a normal child acquires knowledge of sentence, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about, with whom, when where, in what manner.

.../...

In short a child becomes able to accomplish a repertoire of speech acts, to take part in speech events and to evaluate their accomplishment by others.

Clearly then overstress on grammatical rules and discrete language items and on artificial, decontextualized pattern drills which have characterized language textbooks and their methodologies may have been misleading, because as Hymes puts it in the Same article cited above " There are rules of use without which the rules of grammar would be useless "

In the same line of thought the British linguist Halliday (1978) whose important research on the question of language function (Halliday 1975.) is considered an outstanding contribution in the field, interprets learning the mother tongue as a progressive mastery of a number of basic functions of language and the building up of a meaning potentialie what the speaker can mean and what he can do with the language.

May be some would argue that learning a mother tongue and learning a foreign language are two different things. Therefore what has been said about children learning their mother tongues not only as code as interrelated combination in given contexts may not be relevant to the foreign language learner. Consequently the foreign language learner may need no more than a good grammar book and a dictionary. It is true that learning ones mother tongue and learning a foreign language are not identical things. Besides the importance to be given to different skill and aspects of language in the teaching/learning swers in foreign language should depend on the objectives and needs of the learner. However as TRIM (1975) confirm it on his preface to van Ek's (1975) TRESHOLD Level

" By far the largest group of language learners everywhere consists of people who want to prepare themselves, in a general way to be able to communicate socially on straightforward everyday matters with people from other countries who come their way and to be able to get around and lead reasonably normal social life when they visit another country. This is not simply a matter of buying bread and milk and toothpaste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange information and opinions, talk about experiences, likes and dislikes to explore our similarities and differences, the unity in diversity of our complicated and crowded continent.

One could easily replace continent here referring to the European continent by the world.

In the specific context of BENIN .He it has clearly been specified, in the official instruction that at the end of his English language learning , the student among other objectives (10 in all) must be able to,

" 1 understand and speak English in a variety of situations. In other words he must be able to communicate orally with native speakers and all these who use the language fluently ;

3.- Understand a text in its content, its arguments; its narrative chronology. And be able to infer information, meaning, attitudes and intentions and be able to present these in different ways.

10) Appreciate the importance of English as an instrument for the promotion of comprehension among people." In the recommendations on methods, it has been stipulated that "At all levels, teachers should realize that it is not enough to practice vocabulary and structure in an automatic and controlled way, although this is basic to language teaching/learning. student should be encouraged to use what has been taught for communication . The heart of the matter is whether or not.

We want learners to be able to use the target language in real life circumstances or be excellent at doing exercises and building model sentences instead. (Official instructions on the teaching of English in Benin P,3,6.)

These instructions clearly show that, although the overall practice in the country remains structural exercises completion and examination oriented , English language Teaching in Benin is aimed in principle , at enabling students to " use the language in real circumstances." Therefore it is worth trying out possibilities that have been underused or ignored so far in Benin and which have been shown elsewhere to be helpful in attaining the same objective of effective oral and written communication in the target language . The need for a step in such a direction is justified by this that "any model of language that we adopt for teaching must recognize that learners need to develop a capacity to operate with the target language sufficiently flexibly to be able to express themselves as much or as little as they wish to and sufficiently firmly within an appropriate conventional model to be genuinely communicative" (Brumfit, 1984 : 28)

So teaching English through actions and functions should not be considered as inappropriate to Beninese context . What must however be acknowledged is the difficulty of specifying in detail

.../...

all the functions and notions that may be useful in English for General Purpose, which is the goal of language teaching in most secondary schools in Benin .

But this does not invalidate the usefulness of the functional-notional approach to language teaching in the communicative frame work in the country as long as we can find a compromise between a rigorously restricted selection of language functions and notions of " high surrender value " appropriate for an English for Specific purpose training course and a more flexible Selection of enabling functions and notions and their grammatical and lexical realisations thanks to which our general English language Learners will be educated to cope with Less rigorously predictable future language use.

As a matter of fact, it has been pointed out that "we shall never, in principle, be able to specify what it is to know a particular language except in terms of general capacities to enter in to negotiation with users of that language" (Brumfit, 1984; 49) .It is therefore necessary for us to become aware that, as teachers of English in Benin, we have the responsibility and the duty of adapting our views, attitudes about the English Language and its teaching to the need for a more functional notional approach which should help our Learners to have a better communicative competence than has been the case until now. It is therefore important that we have a clear understanding of what functions and notions are, and how they can be used in language teaching /learning. Let us then use the following exercise to help our reflexion and insights into those concepts and their application in language teaching.

II Definition, Principles and specification.

Exercise 2 a) group 1

Write down the first ten functions listed in

ENGLISH AFRICA seconde

example : Planning an activity

group 2 : Write down the last ten function of ENGLISH AFRICA première:

example : describing someone.

group 3 : Look through the language practice session of the first ten texts of Say What You Mean and write down what you think are the language functions studied in these Section/^{Example} seeking information.

.../...

- 8 -

Exercise 2 b) gr 1, gr 2, gr 3 ; From your respective list work out a definition of the concept of language functions.

Exercises 3-4 : gr 1, gr 2, gr 3.

Exercise 3 ; Choose one function among those you selected in exercise 2 a and specify the linguistic forms/or expressions used to present and practice these functions

Exercise 4a) List 3 language functions and 2 language notions you think your students should be familiarized with in order to improve their capacity to use English effectively in examinations as well as in real life oral or written communication.
Example:- Functions : greeting explaining, agreeing and/or disagreeing.

- notion : Time, quantity, modality.

Exercise 4 b) give two linguistic forms and /or expressions which can be used to express one of the functions or notion you have Listed.

example :

Function	Sentence form	expression
greeting	! - interjection-----)	Hello! Morning !
	! - interrogative-----)	How are you ?
	! - affirmative pre	
	! - sent simple form----	I'm fine
	! - imperative -----)	Have a nice day.

Exercise 4 - c. From the exercises 4 a and 4 b, how, do you think language functions and language forms relate: Is there one linguistic form for one language function ?

These

Synthesis and theoretical back up

These exercises have shown that functions are the use to which we put language, while notions are what we mean, the ideas, the concepts we express through language. Both concepts are closely linked. For instance if we take the function of seeking information which is the purpose, the " why?" of our utterance in a given situation, we could not do so without specifying as well what we need the information about, that is, the content of the information :

example : Somebody approaches you in the street and says: "Excuse me, have you got a watch?" If you say : " Yes I have ," stop which is a good grammatical affirmative answer to the interrogative form, it may well be that there has been a communication gap or you

.../...

have deliberately been ~~unconsciously~~ ^{unconsciously}. The utterance is very ~~likely~~ ^{likely} to be used for seeking information (function) on time (notion) and not on the mere possession of a watch (notion of possession) in the given context.

It is therefore important, to understand the close interrelationship between notions and functions, which explains that the literature has retained the interchangeable use of notional approach, notional functional approach to name the concept. It is also important to understand that functions or notions may not be explicit from the surface structure and apparent concepts contained in the words of a sentence. Perhaps is it ⁱⁿ order at this point to elaborate on the notion of functions as the value utterances may take over and above the surface meaning of sentences. As Fraser (1978) puts it, function in general refers to "What we do when we use language." and he gives the precision that "we perform speech acts", a phrase borrowed from the philosophers view of language use. In this sense speech acts include the act of saying something to mean exactly ~~what is~~ ^{what is contained} in the proposition uttered, the concept that are intrinsic to the words used, in other words the face value of the sentence. (These acts are called locutionary acts by philosophers). Speech acts are also understood to be the act we perform in saying something and which is connected with our intent. In this case the sentences or utterances have a particular meaning and are used to achieve some intentions over and above the propositional meaning of the words and the linguistic structures used. It is the act of doing something in saying ^{something} (Philosophers call it illocutionary act. Thus given the appropriate context "It is hot in here" may mean "open the window," "put on the fan" or "let us change room and stay else where." Speech acts include as well the effects that arise in a hearer as a result of an illocutionary act. It is the reaction provoked by what is said from who it is said to. (Philosophers call ^{these} the perlocutionary acts understood as the/illocutionary force.) So on hearing "it is hot in here" your room mate may get up, go to the window and open it to let in some fresh air.

In the notional - functional approach the focus is on the locutionary and illocutionary acts and so far as the interest is on what the student needs to communicate, that is the types of meaning, the notions that he may want to express, and on the purpose of this communication, that is the function of his utterances.

So every thing starts from the students needs-

From this definition one important principle could be identified : Learner centred ness. It implies that language planning is no longer a self contained system. It starts with the analysis of what the learner needs express and why , and takes account of his / her motivation, characteristics, abilities, limitations, and resources as points of departure.

The second principle is that teaching learning programmes methods and evaluation procedures are conceived of as, an interdependent system which starts from the analysis of the situations in which the learner will need the language, the speech events in which he will take part, and the speech acts he will need to express, before considering how, that is, the grammatical options, the forms of language which will be most valuable to him. These will form the notional or Semantic syllabus around which learning activities will be organised.

This system of interdependence in the design of syllabus around the Lines of the functional- notional approach is summed up by Munby (1978: 45 - 47) in these terms:

The speech event or situation
Subsumes communicative activities
In which language functions
are realized in discourse
as Linguistic forms.

The exercises have also shown that several Linguistic forms can be used to express one function as One linguistic form can help to realize several functions and/or notions. As Widdowson (1979) puts it

" There is no simple equation between linguistic forms and communicative functions : Affirmative sentences are not always as statements, and interrogative sentences are not always used as questions. One linguistic form can fulfil a variety of communicative functions and one function can be fulfilled by a variety of linguistic forms"

in CALT p 119.

Besides the form used can vary according to the degree of formality required in the circumstances. The example of apologizing taken from Juddy Kettering (1974) is quite explicit on the question. (Ask teachers to read it again.)

It may be in order at this stage to point out that the notional functional approach does not proscribe the teaching of grammar . But grammar is no longer the organizing principle, the main

.../...

concern of language /learning programmes. It is presented as a means to the main end of communication when needed. As stated by Trim(1980)

" Grammatical categories, rules and structures are taught, not simply because they are there, like Mount Everest, but in so far as they enable the learners to construct those utterances he needs to achieve his personal and social purpose. (Trim 1980 ; 109)..

This point has been clearly stressed by inspector Ghagui-di Olivier who says : "Dand la conception nouvelle de l'apprentissage on apprend plus la langue par la grammaire mais on apprend la Grammaire par la langue " (personal communication at the general evaluation Seminar on the new approach to language teaching Lokossa 15-18 Juin 1988).

A nother important difference with the grammar translation and the audio-Lingual methods is that the teaching of grammatical structure and of language forms in conformity with the principle of learner centred ness is presented and practiced in meaningful context involving as much as possible student student interaction in simulated real life or realistic communication

1 : in the new conception of leaning we no longer lear language through grammar but we learn grammar through language. The ways in which classroom activities are contrived to reach these objectives will be examined in some details in the next part of this discussion. The last point to be made about the exercises we are discussing is the issue of specification of functions and notion.

SPECIFICATION OF FUNCTIONS AND NOTIONS

You have written down a number of functions and /or notions around which unigs in ENGLISH AFRICA 2e and 1e and in Say what you Mean have been built.. you have your self specified a number of functions you think may be useful for our students to know. In order to have a more systematic view of categories of functions and notions it may be useful to refer to the work of some specialists who have devoted some attention to the question .

At a more theoretical level perhaps should we briefly recall the research carried out by Halli day (1975), who after studying the language used by his child Nigel from 9 months on wards before he has a recognisable linguistic form, identified seven (7) Language functions

(instrumental, regulatory, interactional, personal, heuristic, imaginative and informative) which he reduced to ^{three} (3) macro functions (1978) as follows :

1°) The interpersonal function: to establish, maintain and specify relations between members of societies

2°) The ideational function : to transmit information between members of societies.

3°) The textual function : to provide texture, the organisation of discourse as relevant to the situation.

At a more practical level the most important work done in this field is within the framework of the Council of Europe's Commission for the specification of a minimal level of communicative ability to which credits could be given awarded (Units-credits system). It started in the early 1970s.

A pioneering study in this connection is done by D.L. Wilkins (1976). He identifies 3 main sections of notional categories: the semantico-grammatical, the modal, and the communicative function categories. He specifies six semantico-grammatical categories : Time, quantity, space, matter, case, Deixis, each with its subcategories. Thus the notion of time has been subdivided into : point of time, duration, time relations, frequency, sequence, age. The notion of space has been subdivided into dimension, location, motion.

Then he specifies eight categories of communicative functions including the modal categories, viz; modality, i.e. utterances in which the truth value of the propositional content is modified in some ways; moral evaluation and discipline i.e. utterances involving assessment and Judgment; Suasion, i.e. utterances designed to influence the behaviour of others; argument i.e. categories relating to exchange of information and views; rational inquiry and exposition i.e. categories related to the rational organisation of thought and speech, personal emotion i.e. expression of personal reactions to events; emotional relation i.e. expression of response to event, usually involving interlocutors; interpersonal relations i.e. relation of form appropriate to relationships of participants in the events.

Each one of these categories is divided into subcategories. Thus modality for instance comprises certainty, necessity, conviction, volition, obligation incurred, obligation imposed, tolerance; argument includes information asserted and sought, agreement, disagreement, denial, concession; rational inquiry has these subcategories : implication, Hypothesis, verification, conclusion, condition, result, explanation, definition and cause etc. Each subcategory is subdivided into more specific functions. Thus, the function of suasion could be subdivided into persuading, suggesting, advising, recommending, advocating,

proposing, exhorting, begging and urging. (For more details and examples see hand out N°1 on Wilkin's notional syllabus.)

Another interesting work in the framework of the Council of Europe is Van Ek's Threshold level. It is an inventory of teaching / learning opportunities organised around components such as situation, language activities, language functions and concepts with specification of the linguistic forms required to realize them.

Situation in van Ek's terms is "the complex of extra linguistic conditions which determine the nature of a language act" (in CALT 1979 : 105.)

Those conditions are made up of the settings (example : outdoors : in the street in the market place; indoors : house, restaurants), the topics (eg : personal identification shopping, professions, health Education) and the social (stranger/stranger, friend/friend etc.) and psychological (neutrality, sympathy, equality, antipathy) roles involved in the language use event.

For the purpose of this seminar the most important component of the threshold level is the specification of language functions. Six categories have been distinguished against the eight categories identified by Wilkins :

- importing and seeking factual information eg: identifying, reporting, describing, narrating, asking.)
- expressing and finding out intellectual attitudes eg: expressing agreement or/and disagreement, accepting an offer or an invitation giving and seeking permission to do something.)
- expressing and finding out moral attitudes (eg: apologizing, inquiring about approval and disapproval, expressing regret.)
- getting things done (suasion), eg ; suggesting a course of action including the speaker, requesting others to do something, inviting others to do something, advising others to do something, instructing or directing others to do something.
- Socializing : eg: greeting people, meeting people attracting attention, introducing or being introduced to people,
- expressing and finding out emotional attitudes, eg: expressing pleasure, liking, expressing satisfaction, surprise, preference, inquiring about want, desire.

This important work in English has been translated into many other European languages. The French version by la Coste is interesting in that although it reduces the communicative functions to Five, it introduces the discourse dimension with the functional ^{he} calls.

" intentions and discursives ". This aspect is thoroughly discussed by yalden (1983.) But before coming to yalden's work in more details it may be of practical pedagogical interest to ^{refer} you to Dobson's article: " the notional syllabus : theory and practice " on your hand out N°2 where seven communicative functions (requesting and giving information, expressing thought processes, expressing opinions, making judgement, expressing personal feelings, ^{interacting} socially.) have been identified. A list of notion words to teach students has been given as well for each function.

The last work worth looking at to round up this exploration of language functions specification is yalden's (1983) Syllabus specification check list. (See hand out N°3) She gave three check lists: language functions check list, Discourse skills check list and study skills check list.

It is interesting to note that she has given a list of discourse skills in its own rights with skills such as cohesion and reference with subskills, such as enumeration, addition, logical sequence (introduction, summarizing deduction, induction), contrast, etc. It is important to notice this ^{stress} put on discourse skills as these were only briefly referred to as part of other functions if not ignored by the other specifications of language functions and notions we have examined.

For the purpose of this seminar yalden's language functions check list is of particular interest : she has identified 13 functions in three categories.

- expressing truth values (ideational meaning): factual information, arguments, likelihood, attitudes to truth, seeking information.
- expressing mood, emotion and attitude (modal meaning): emotional and moral attitudes, volition, commitment, suasion.
- Formulaic communication (phatic meaning): greetings, acknowledgement, empathy, attention signals.

Each one of these functions are subdivided into more specific functions. Thus, acknowledgement comprise thanking expressing gratitude, apologizing, expressing regret, expressing appreciation. These then are some of the most prominent work carried out on the issue of functions and notions. What we have done so far is to show why it is useful to devise a teaching learning programme (Syllabus) which takes account of what meanings learners may need to express and for what purpose in what intention they might want to use the language they are learning before one could effectively teach how they can use the language to get these meanings and intentions across to their interlocutors.

Then we have examined some specifications of meanings (notions) and verbs (functions) proposed by linguists and language teaching specialists. It is hoped that these have helped to ^{clearly} / the whole concept of notional-functional approach to language teaching.

But we are not, for most of us likely to devise syllabuses and make decisions on which notions and functions should be included in the teaching/learning programme and general curriculum. These are either already done by authors whose books we are ^{studying}, although we may freely supplement their work by introducing new notions and functions not dealt with, but which are worth studying in our circumstances or they are specified in the curriculum by central educational authorities so that we only need slight adaptation for specific local conditions. What we are all more interested in is how in our classroom we can use materials based on this approach more effectively and how we can adapt traditional teaching programmes to this approach with its cardinal principle of student responsibility for learning and learning by doing. This will be the theme of the next discussion.

Appendix to Chapter 8 No 9: Sample copies of teacher made tests for classroom continuous assessment and for national BEPC examination.

C.E.M.G.I/OUIDAH

ANNEE SCOLAIRE : 1987-1988

2è DEVOIR D'ANGLAIS

Classe : 1²₁ -

Durée.3 heures

BG₂ - ST₂

I°) LINGUISTIC COMPETENCE

A - Put the following sentences into the passive voice(toutes séries)

- 1) Somebody will meet the visitors at the station.
- 2) Did the dog frighten you ?
- 3) You must iron this dress for tonight.
- 4) Moslems don't eat pork.
- 5) We do our homework everyday.

B - Question-Tags. (toutes series)

- 1) They always work hard,.....?
- 2) You had a swim yesterday,...?.
- 3) It's a fine day,.....?
- 4) You would like to come,.....?
- 5) He won't fall down,.....?

C - Put who, which, whom or whose. (toutes series)

- 1) The people.....are looking at that house are my parents.
- 2) The man....you see at the desk is my secretary.
- 3) The book...I was reding yesterday was a detective story.
- 4) The tree...leaves are yellow is a mango-tree.
- 5) The woman...husband died last October is dressed in black.

D - Translate into English (L₁² only).

- 1) Plus on est riche, plus on est respecté.
- 2) On boit du thé en Grande Bretagne
- 3) Il aurait de bonnes notes, s'il apprenait ses leçons.
- 4) Quand il ira à Londres, il achètera beaucoup de livres.
- 5) Il est aussi intelligent que son père.

.../...

II°) READING-COMPREHENSION.

Read the following passage carefully.

The cages shot down. Down. Down. Down.

The men were silent. It was always so. Going into the bowels of the earth forced silence on them. And their hearts pounded. Many had gone in day after day for months. But they did not get used to it.

Always there was the furious pounding of their hearts. The tightness in the throat. And the warm feeling in the belly. It was so. ... for the mine boy. They knew it.

Down shot the cages. Down, Down. Down.

And their lamps flickered and there was a thin, sharp whistle through the air as the cages shot down. Deep down into the body of the earth. And the only light was the light of their lamps. And the air became warmer and breathing seemed heavy. That too was always so...

The drill hummed. The hammer rang. There was a swish and a buzz and a hum, and there was the clang of the pick and grating of the shovel. And slowly the rhythm of the work gathered pace.

When the hour to eat came, the men flung their tools from them and stood around with weariness on their faces and sweat dripping from their bodies.

A man near Xuma coughed. A trickle of red spittle flew out of his mouth and fell at Xuma's feet. Xuma stared at it. He had heard about the sickness of the lungs and how it ate a man's body away, but he had never seen a man who had it.

"How long have you had this ?" he asked.

"Two months now" the man said.

"Did you see the doctor ?"

"No" the man said and hung his head.

"Why not ?"

The man looked at the ground and fidgeted with his hands.

"Listen, Xuma, I have a wife and two children and I have worked it all out. We have a small farm and I owe a white man eight pounds. If I do not give it back to him, he will take the farm. And if he takes it, where will my wife and children go? I have worked it all out, Xuma, really I have. For four months I have been saving and if I save for another three months I will have the eight pounds and there will be a home for my wife and children. Please let me stay".

MINE-Boy by Peter Abrahams.

A°) Choose the correct answer and write down the corresponding letter only. (toutes séries)

1) Going into the bowels of the earth means ?

- a - Going to the sky
- b - Going deep down into the earth
- c - Going slowly down into the earth

2) When the hour to eat came :

- a - The men worked harder
- b - The men stopped working
- c - The men went home to eat.

3) I owe eight pounds means :

- a - I lend eight pounds
- b - I need eight pounds
- c - I have a debt of eight pounds.

4) If the sick man saved for another three months,

- a - His family would be homeless
- b - He would die.
- c - None of these.

B°) ANSWER THESE QUESTIONS ON THE TEXT : (toutes séries)

- 1) How did the men feel while going into the bowels of the earth?
- 2) Why did Xuma stare at the man who coughed near him ?
- 3) Why didn't the sickman tell of his illness ?

C°) TRANSLATE INTO FRENCH (BG₂ - ST₂ only)

From "Listen, Xuma,....." to ".....and children 28 ?"

III°) COMPOSITION WRITING

A) Semi-guided composition (toutes séries)

A house caught fire. The firemen invited to stop the fire did not come on time. Describe the scene.

The following words can help.

To set fire to, burst into flames, a child, to start shouting, Fire Service, to telephone, to fetch water, to burn etc.

N.B. : 15 lines maximum.

B) Creative written work (L₁² only)

If you were asked to propose some solutions to fight corruption, what would you do or suggest ?

against

(About 20 lines).

D E C S U

9 - JUILLET 1985

EPREUVE : 1ERE LANGUE VIVANTE ANGLAIS

DUREE : 2 H

T E X T : A wrestling match.

The two teams were ranged facing each other across the clear space. A young man from one team danced across the centre to the other side and pointed at whomever he wanted to fight. They danced back to the centre together and then closed in. 45

There were twelve men on each side and the challenge went from one side to the other. Two judges walked around the wrestlers and when they thought they were equally matched, stopped them. Five matches ended in this way. But the really exciting moments were when a man was thrown. The huge voice of the crowd then rose to the sky and in every direction. It was even heard in the surrounding villages. 70

The last match was between the leaders of the teams. They were among the best wrestlers in all the nine villages. The crowd wondered who would throw the other this year. Some said Okafo was the better man ; others said he was not the equal of Ikezue. Last year neither of them had thrown the other even though the judges had allowed the contest to go on longer than was the custom. They had the same style and one saw the other's plans beforehand. It might happen again this year...

The wrestlers were now almost still in each other's grip. The muscles on their arms and their thighs and on their backs stood out and twitched. It looked like an equal match. The two judges were already moving forward to separate them when Ikezue, now desperate went down quickly on one knee in an attempt to fling his man backwards over his head. It was a sad miscalculation. Quick as the lightning of Amadiora , Okafo raised his right leg and swung it over his rival's head. The crowd burst into a thunderous roar. Okafo was swept off his feet by his supporters and carried home shoulder - high. They sang his praise and the young women clapped their hands. 115

Things Fall Apart , Chinua ACHEBE

Notes : Amadiora : in Ibo Amadiora is the god of thunder.

Miscalculation : wrong calculation.

Q U E S T I O N S

I - CHOOSE THE CORRECT ANSWER ACCORDING TO THE TEXT.

WRITE DOWN THE LETTER a , b or c only.

1 - The choice of the opponent was made by

a) The crowd

b) The two judges

c) The wrestler himself. (C)

2 - The crowd found the match exciting when

- a) the judges stopped it
- b) there was a winner
- c) - their voice was heard in every direction.

3 - Last year, neither Okafo nor Ikezue won the match because

- a) there was an incident
- b) both of them were good wrestlers
- c) it was longer than was the custom.

4 - The wrestling match was won when a wrestler

- a) was swept off his feet by his supporters
- b) gripped his opponent's legs.
- c) made his opponent fall.

IV - ANSWER THE FOLLOWING QUESTIONS IN YOUR OWN WORDS.

DO NOT COPY THE TEXT.

- 1 - What was the crowd's reaction when a match was won ?
- 2 - What were the roles of the judges in this match ?
- 3 - Why can we say that the match between Okafo and Ikezue is different from the one they had the year before?

III - COMPLETE THESE SENTENCES WITH THE SUITABLE WORD FROM THE BRACKETS.

- 1 - We enjoy ... football (to play - playing-in playing)
- 2 - It's big house ! (so - such - such a)
- 3 - Mother is used ... rice (of cooking - to cook - to cooking)
- 4 - Dossou played instead of ... to school. (go - to go - going)
- 5 - bad your test was ! (How - what a - what)
- 6 - I am a kind man, ... ? (amn't I - aren't I - 'mn't).
- 7 - The cat broke ... leg. (it's - its - it is)
- 8 - I can't give you any groundnuts because I have for myself.
(a few - few - a little - little).

IV - COMPLETE THIS DIALOGUE

Stamp big mistake! Missing a context!!
Patient :

Doctor : Why don't you ? I tell you only an injection is good for you.

Patient :

Doctor : This one won't hurt you.

Patient :

Doctor : Don't be afraid. Before you go home and come back your stomach ache will be more serious.

Patient :

Doctor : If you don't mind you can go. But it is at your own risk.

V - E S S A Y

One day a traditional celebration took place in your locality.
(a naming ceremony - a wedding or a sacrifice etc...) Describe it.

SYNTHESIS OF THE INTERVIEW WITH MR. VINCENT ROSEWELL

-628-

ULIE INSET OFFICE COORDINATOR

not recorded)

6-1-87

V : INSET is an acronym for In-service Education and Training of Teachers.

In England, unlike other western countries, once a teacher has completed his initial training, no further in-service training is absolutely required. Nothing is absolutely laid down about what qualification a teacher must have to become a deputy teacher or a head teacher, so that any in-service training that the teacher undertakes tends therefore to be for its own sake or for additional qualification may be.

J : So once you've got your initial training you're accepted as a qualified teacher.

V : Once you've done your initial training you have to do a year's probation then you are a qualified teacher. Obviously if you don't involve yourself in any INSET, you won't get any promotion; that's pretty certain. (But) that's not the only objective. One of the virtues of its not being required is that it becomes something that teachers follow for its own sake. In other words teachers would come along to get information about new examinations or come along to learn new techniques or to discuss issues in the hope that this would make him a better teacher. But the fact that nothing is required has influenced the whole pattern of INSET, in a way that I think cannot be overemphasized. It's also a feature of our system that a teacher's qualification does not specifically state what you may or may not teach or what age range you may teach. You're just said to be qualified teachers. Now, obviously the initial training that a teacher receives cannot possibly sustain him for forty years. You're not going to learn in one year in the institute, doing a PGCE, enough to last you for forty years of your teaching profession... Times change all the time; children change and schools change with them.

J : And even the mentality of the pupils you're teaching may not be the same.

V : No. In fact, I think the changes in children are perhaps as dramatic as anything... Even the children we're teaching now are different from what they were ten years ago. It's very important that we do change according to the time.

A very important change is coming over INSET. It's a change that's going to mean that these people who employ our teachers, the Local Education Authorities are going to have a more direct control over INSET than in the past. That would be a very sad thing for the teaching profession because it seems to me that if the only in-service education

that is available is that provided by the teachers' employers, then this is going to affect what is taught, or what is the content of INSET very very dramatically.

If you take an example of a local middle school in which the children were taught French. Now the local authority organized an in-service course for teachers doing French. In doing so they advocated one particular method of teaching French; that's going to be quite effective because it meant they would know when the children moved onto their high school exactly what course each of them have followed. They will all have had the same course; and no matter which high school they went to in some other parts of the borough, the head teacher would know that each child as far as French is concerned have followed the same course. That sounds efficient.

J : So that sounds an harmonisation of the whole course. All the school in this borough will be taught in the same way.

V : No, they won't. There's nothing laid down that they must do it the same way. But one could see that the chief inspector who was running this course wanted to ensure efficiency in the teaching of French in that borough.

It's very important that an independent agency such as the University is involved in INSET. Suppose they were to be said: "Well then, at the Institute of Education, run a course for teaching French in these middle schools? We could have said to these teachers in the course." Look there are a lot of ways of teaching French. You can teach it this way or you can teach it that way. You can teach it another way or maybe you may not want to teach it at all at this age. You might find that it was more efficient to have more intensive language lab like courses in a short period, immerse the children as it were in French, and do it more efficiently that way; that would be another possibility. Now, those of us who are involved in the training of teachers but do not have direct responsibility for the efficient running of the schools can afford the luxury of looking at different ways of doing things. It would not make the same contribution to efficiency in the short term, but it would at least have opened up the minds of these teachers to a whole range of possibilities. I think that is important and that is the essence of the different sort of contribution you would expect from us and that you wouldn't get from the Local Authorities themselves or from the Department of Education and Science who might also run courses.

J : So you're saying that in the case of the local Education authorities there is a less wide range of possibilities offered to teachers than in (University) Education Department.

- V : Yes, I would say that is true. But the reason for it is that the local authorities have a direct responsibility for the efficient running of their schools... But you would also conceive that it's important that the teachers are not narrowly concerned with just the short term, but they've got to look more widely than just teaching the children French very efficiently for now; they've got to look more broadly at the whole problem of Education, the whole culture, the whole society, the whole ways in which schools are operating, and I think, it's very important that we should, as a university, have as well our ideals, so we look to long term objectives as well. I'm not saying that local authorities don't do that as well, it's a matter of emphasis.
- J : This then means that in INSET there might be two objectives: short term objectives preparing teachers for doing the job now and making it efficient, and long term objectives, helping them get a wider objective of teaching.
- V : I wouldn't disagree with that. I would simply say that it's not just a matter of 'either or'; it's a matter of emphasis. I think those concerned with the efficient running of schools would put more emphasis on short term objectives; those of us who don't have this same commitment feel that we can afford more widely longer terms (objectives)... Of course we do get ourselves involved in a great deal of courses that are joint enterprise between DES, LEA and University. But some of our courses are entirely organised by ourselves under the UGC (University Grant Committee) Funds.
- We don't get direct grants from them to run our courses. But if we use funds to run our courses ourselves independently of the DES, then we'll have to be with the UGC Funds. But increasingly, as a result of the policy of this Government, we are more and more expected to make all our courses self-financing. In other words fees are paid by teachers, either by themselves or by their employers which are expected to cover the cost of running the course.
- J : Right. You're now entering into the material organisation of INSET and how you get the material means and finance for it. Can you elaborate on that a bit more?
- V : Well, the whole business of INSET being self-funding will come into pretty sharp focus after this April. And part of this Government's policy is to bring about what might be described as a sort of privatisation of INSET because we are now being encouraged to offer courses to teachers, to local authorities and other people involved in community-education, in-service courses at full cost. In other words we charge the teachers or their employers ... Now this formula applies really just to our non-award bearing courses when they are full-time award bearing courses then there is a question of getting grants from the UGCC to help us.

J : Teachers might pay less then.

V : Yes, he pays less when doing an MA part-time or full-time. It wouldn't be as expensive as that because they wouldn't be requested to pay the full cost because part of the cost will be coming from the grant, from the UGC. That is very roughly how it works.

J : In terms of programs (and) in terms of attendance, what sort of teachers come to you for INSET.

V : We have a complete cross section. They come from everything from nursery to further education. Traditionally we have not been quite so strong in the further education, although there is no reason why we shouldn't be. But we have tended to be concentrated mostly by an primary and secondary schools with certain amount of special education and special needs.

In this department we are concerned primarily with non-award bearing courses although as part of our responsibility we try to make arrangements for all INSETs. We've got a kind of coordinating role for the whole INSET including award bearing and non-award bearing courses. But this office this department itself is directly responsible for a whole range of award bearing courses and these are the more sophisticated ones... They tend to be more directly concerned with the teachers' role in the classroom, and they tend to be more concerned with the development of the teacher, as a person, as a professional, as a citizen, as a human being.

J : In this context, as I just said, I am interested in the content of the programme you are running for teachers, for school teachers (INSET)?

V : Well, they tend to be anything at all; it's very broad. It's a syllabus for new entrants in that it's probably the only one...

J : Right.

V : We're in GOST now. If we can't use that GOST, we've got to use the elements of disseminating information about the content of the syllabus, how it might be taught and so on and so forth. But a lot of our work is much less specific than that. We've involved in a number of ways, it's always been teachers who come to our courses, who will expect us to tell them where to stand and how to hold the clock.

J : Right.

V : We tend, wherever we can, to say: "Well, look. That's not really our function. You have to realize that we are - This department in particular is kind of midway between the Ivory Tower and the classroom."

J : Yes.

V : We're midway between. So we're in great danger of being rejected by both... We're caught in a crossfire... While you might want to say there shouldn't be a crossfire there is. You see I always tell people that my own personal situation is that I am rejected by many of my academic colleagues as a failed academic whereas my headteacher's wife sees me as a refugee from school.

J : I see.

V : You've got to be a bit of both.

J : Yea.

V : While...we take up this midway position between the Ivory Tower and the school there is another range of organizations called Teachers' Centres which are closer between us and the schools. In other words...in the middle between us - between us and the schools there's another set of organisations - the Teachers' Centres.

J : Yea.

V : This department has undergone a number of changes and a number of different names. For twenty years - we were set up in 1950 - we were called Teachers' Centres. Now, that was alright. You know I think we invented the title. But then along came the local authorities and they set up Teachers' centres. Er, but they were different from us. So we decided... We had to change our title; we called it University Centres for Teachers; not because we thought we were better than them but we were different. It's this difference that's important and that's what we intended to convey when we called ourselves University Centers for Teachers.

J : ...

V : Now we, now because of the new funding arrangements we're going to abolish that as well, and we're going to be called, now we are called INSET OFFICE because not only do we, are we responsible for the non-award bearing courses that you know about...

J : Mmm

V : ...the old VCT. But we've also got a coordinating function... So we offer the local authorities now that they've got greater control over INSET - we can show them more clearly what we're doing and what the purposes of our programmes are.

J : If I can understand the difference, the reason, the rationale behind changing from VCT to INSET OFFICE er... it's less clear to me what the difference is between you as teachers' centres before and the Local Education Authority calling their centres also teachers' centres.

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V : Ah, How we differ from the local authorities' teachers' centres. Principally in that local authorities' teachers' centre is controlled by the local authorities. I'm not suggesting that all the wardens of ILEAs' teachers' centres are the lackeys of the ILEAs. I'm not saying that. But because they are controlled by the teachers' employers, what they do is going to be like the French course I mentioned to you. They gonna be all concerned with their own policies and their own attempts to keep their schools running efficiently.

J : Right. The difference seems to be at the same time organisational and how you emphasize theory and practice.

V : Yes but, erm, there's also the question of - a teacher might go along to teachers' centre, for example, because he wanted some materials duplicated, or he wanted some actual help with materials in a more practical sense than we would be able to provide. I would suspect, for example, in your case you might take a teachers' centre in the LEA sense as your model rather than our organization because, you see, we look at all the very rich provision of INSIT in the London area and by virtue of our independence, as University, we tend to see what it is other agencies are doing or don't do; or if they do, don't do as well as we could do it, that sort of thing... We're not expected to provide a comprehensive programme of INSIT to all the teachers in London. We would need ten times the resources, a hundred times the resources we've got. We're here as part of the University, independent of the D.E.S. and the LEAs, trying to provide a programme that respects that independence... I think we would be wasting our time if we were not independent of the D.E.S. and the LEAs, because we would only be a shadow of what we ought to be.

J : Unum.

V : I mean the ILEAs of course have got so much more backup, so much more resources than we have that I don't see myself as a competitor of those who run the ILEAs. I'm not a competitor. I provide a different kind of INSIT. Well, there could be occasions when what they do and what I do look very similar.

J : Do you think that, apart from the resources and the material provisions side, there is also a question of the competence of those engaged in the organization of INSIT.

V : Do you think we're better at it than they are?

J : Yes, better in terms of competence, in terms of the academic competence of the teacher trainers.

V : Well, I think, it may in fact be true that the academic qualification of the people who we use might be on average better than elsewhere. But what we're looking at, well, I'm speaking personally now, what I'm trying to do is to provide courses that reflect the independence of the University and our high regard for scholarship, erudition and research. I think I should put research even higher. I mean we have contact with people who are conducting research; even though we may not ourselves directly do very much. We are part of an organization that put research high on its agenda. And the institute wouldn't be the institute if we gave up research. Now it's our... being part of research minded, research orientated organization that makes the quality of what we provide that little bit different... The differences are not dramatic but they are there and if I didn't think they were there then I'd think I've been wasting my time all the years I've been here. I think there was...the justification. It would be useless duplication if we just did courses like, the local authorities or like the D.E.S. or like the teachers' centres or whatever there wouldn't be a lot of point. That's the kind of luxury that we can afford in... London where there is a lot going on that the teacher can look at. He can choose between a course on teaching organized by the local authority, one organized by us, one organized by a professional association, union of teachers or whatever. So there's a lot going and to choose from there.

J : Yea.

V : So you see one of our responsibility is to see what else is going on and combine it some way. So it's a bit subtle and sophisticated. Maybe in a situation where you've got to address yourself, to more basic problems and therefore a lot of what I'm saying about the kinds of differences between us and the teachers' centres and those who are responsible for the efficient running of schools, and so and so forth in the end might have to be all grouped in one person. I mean the same person.

J : Yea.

V : In your country it might have to be the one responsible for the schools, the one responsible for... all the rest.

J : Do you think that the kind of emphasis you put between getting closer to the Ivory Tower and/or getting closer to the classroom depends on who you are organizing the course for?

V : Yes, I think that is the very essence of it and perhaps the most important issue of it all. Let me put it this way. Everybody knows what teachers need. They think they do. Porter downstairs who showed you, when you first were looking for me how to find me, if you take him up and buy him a pint of beer he would tell you exactly what teachers need. They need to know how to come

V : Well, that'll be difficult because there is no one method. You see, if we're running a one-day course, and we do this well I think, judged by the number of people who have come and they pay ten pound, I think, we're going to put it up to fifteen pounds a week; if they're going to pay it from their own pocket, it's a lot of money for a one-day course, so they're going to expect value for money obviously. But if we are concerned with what goes on in a one-day course, clearly in one day we're going to be able only to disseminate information. That's going to put emphasis on disseminating information about examinations or new methods or some research findings, how they might apply to work in schools and so on, because you're not going to modify their attitudes or teaching skills in a short time.

When it comes to evening courses, the next biggest thing we do six evenings a week, then you can look into skills as well as what the teachers are going to teach, and how to teach it. What I want to stress is we're mostly concerned not with so much the teaching of mathematics as with how to teach mathematics. Why, but occasionally of course; we wouldn't certainly say, "Well, look, or go away and go somewhere else and learn more maths and we'll teach you how to teach." It's not as dogmatic as that. But we would tend on the whole to expect the teacher to know the subject matter he was supposed to teach.

J : So you're more on the professional side than the academic side of teacher-training.

V : Absolutely, We are concerned with the professional development of teachers, not with the strictly academic qualification, although he might want a Ph. D in Education as academic qualification. Obviously we are concerned with that but generally it's the professional development aspect we're concerned with in INSET. INSET covers everything from the one-day course I've just been describing through to a Ph.D. Some teachers come here to do a Ph.D, that is in a sense INSET although it's not concerned directly with the professional development of the teacher because he might do a Ph.D in anything, how to teach Chinese or something. It doesn't have to be in Education. A Ph.D in Physics for example, if it's going to improve the teacher's academic qualification in Physics to enable him to be a better teacher. I hope that would really be INSET in a sense although when we talk about INSET we really mean the professional development. It's been a little bit pedantic to say that it covers absolutely everything. It's much more concerned with the professional development.

(0)

J : If I could may be have some sample of what you've already done that will

V : Well, I've got to bring this to an end in a few minutes but there's no reason why I shouldn't see you again to carry on.

J : Yes, I would very much like it because we have not started to go into the matter of evaluation which is one of the biggest issue I would like us to discuss.

V : Well, it might be a good idea if we would have evaluation, I've got quite strong views about it... I'll get you the sample. You'll play back your tape and look at the sample.

Questionnaire to Teachers.

Introduction.

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Dear colleague,

This questionnaire is part of a research project on the impact of in-service teacher training on the professional competence of teachers of English in Benin, and on their pupils' English proficiency. It has been initiated at the University of London Institute of Education.

The objective of the questionnaire is to collect information and record your opinions on the efficiency and effectiveness of the training given to teachers of English in Benin before they start teaching and mainly while they are already in-service.

It is hoped that this inquiry will help to work out a teacher training policy and programme that will be more relevant to the needs of the educational system, and particularly to the needs of the teachers of English in the country.

For the results to be significant and for this objective to be reached it is extremely important that you answer all the questions as sincerely and precisely as possible.

This research questionnaire is neither a police inquiry nor an administrative formality⁻⁶³⁹⁻ which might affect your professional career or your security as a citizen or a resident of Benin. Your answers and personal comments will be treated in great respect for you and anonymously. You don't have to give your name. The personal details wanted are exclusively for classification and general results interpretation purposes.

Please, feel free therefore to express your opinions clearly and frankly and without fear. Your answers will be a great contribution to the training of teachers of English in Benin and to educational research in the country and in French speaking Africa.

If anything seems unclear to you in the questionnaire please consult a member of the training staff. He/she will be very happy to help.

Thank you very much for your cooperation

~~Officer~~

Joseph AKOHA
University of London
Institute of Education.

N B: Please, put a cross (X) in cases corresponding to your choice of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire, except when otherwise instructed.

Section one: identification

1. Sexe: M ☒ F ☐
2. Age: a) Less than 25 ☐ b) between 25 and 35 ☒
c) between 36 and 46 ☐ more than 46 ☐

3. If you are a practicing teacher, please indicate
a) the class you teach

- Level I - First year ☐
 - Second year ☒
 - third year ☐
 - fourth year ☒
- Level II
 - First year
 - arts ☐
 - literary ☐
 - science ☐
 - scientific ☐
 - Second year
 - arts ☐
 - literary ☐
 - science ☐
 - scientific ☐
 - Third year
 - arts ☐
 - literary ☐
 - science ☐
 - scientific ☒

b) the secondary school you teach in

- Name and district Lycee Behanzin
- Dist. Urbain Porto Novo I
- Province Oueme

4. For how many years have you taught English?

a) between 0 and 2 years ☐ b) 3-5 years ☒

c) 6-10 years ☐ d) 11-15 years ☐

e) more than 15 years ☐

5. Highest academic qualification C2
M.A.

6. Highest professional qualification
M.A. in Applied Linguistics

Section TWO Initial training

7. Have you done an initial teacher training for the teaching of English

a) in a pre-service teacher training college before you start teaching English?

yes ☒
no ☐

b) On the job after you have already been assigned to a teaching post?

yes ☒ ☐
no ☐

* If the answer to question 7 is NO in both cases go to section 3. If it is yes in either case continue this section with question 8

8. How Long did this training last.

Counting out interruptions time?

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a) Less than one month ☐

b) 1-3 months ☐ c) 4-6 months ☐

d) 7-12 months ☐ e) 13-24 months ☐

f) 25-36 months ☐ g) more than 36 months ☐

g What were the main components of the ^{Course}

a) Language mastery and linguistic analysis

g a 1 phonetics and phonology ☐

g a 2 Syntactic structures ☐

g a 3 Vocabulary and semantics ☐

g a 4 Listening comprehension ☐

g a 5 reading comprehension ☐

g a 6 Oral fluency ☐

g a 7 composition ☐

g a 8 Translation ☐

g a 9 English for specific purposes ☐

g a 10 Classroom English for specific

teaching/learning functions and

for maintaining teacher-pupil relations ☐

g a 11 Text analysis and discourse analysis ☐

g a 12 Second language Acquisition (Psycholinguistics) ☐

g a 13 Sociolinguistics and pragmatics ☐

g a 14

~~g a 14~~

Literatures and civilisations of English speaking countries: 6

- 9b1 literatures of the British isles ☒
- 9b2 British civilization ☐
- 9b3 American literatures ☒
- 9b4 American civilisations ☐
- 9b5 African literature in English ☒
- 9b6 African civilisation in English ☐
- 9b7 the literatures of other commonwealth countries ☐
- 9b8 civilisation of other commonwealth countries ☐

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c/ Theoretical foundations of Methodology and Education

- 9c1 Educational psychology ☒
- 9c2 General teaching skills ☒
- 9c3 English as a Foreign Language (EFL) specific teaching skills ☐
- 9c4 Classroom management ☐
- 9c5 Philosophy of Education ☐
- 9c6 Sociology of Education ☐
- 9c7 School administration ☐
- 9c8 Syllabus / curriculum design and materials development ☐
- 9c9 Testing and Educational evaluation ☐

d) Class Observation and controlled practice

7

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gd₁ Observation of live demonstration lessons ☒

gd₂ Viewing/listening of video or audio recorded lessons, or mini courses ☐

gd₃ Role play and peer-teaching ☒

gd₄ Micro-teaching ☐

gd₅ Other forms of simulations ☐

e) Real class observation and teaching practice

ge₁ Observation of practising teachers in real classrooms and discussions ☒

ge₂ Collaborative lesson plan preparation ☒
and teaching with experienced teachers ☐

ge₃ Individual lesson planning and teaching followed by a feedback discussion ☒

ge₄ Teaching practice with full responsibility for a class for about 1 to 9 months and regular discussion with tutor and class teacher ☐

f) General culture

gf₁ Civism, ideology, initiation to problems of human rights and of education for international understanding and world peace ☐

g f 2. Practical training for manual work:
operation and repairing of instructional materials,
making of visual aids and other instructional ma-
terials from given equipment from locally
available materials etc. ☐

g f 3. general information on health, elemen-
tary training in first aid techniques ☐

g f 4. Other general culture disciplines
considered useful and necessary
for the context and the national
educational objectives ☐

g) others: (please specify):

g 1 - - - ☐

10. What proportion of the total training time was
given to each of those components:

Components	0%	1-4%	5-10%	11-20%	21-30%	31-40%	41-50%	over 50%
a) Language mastery and linguistic analysis			+					-
b) Literatures and civi- lisation of English speaking countries						+		
c) Theoretical foundations of methodology and Education						✓		
d) class observation and controlled practice		✓						
e) real class observation and Tea- ching practice		✓						
f) general culture								
g) other (please specify):								

11. What were the most used methods. Rank them in order of importance ~~from~~ (frequency of use) from 1 to 7 (1 = most frequently used, 7 = least frequently used) use the methods suggested here, and others you used but which are not specified here.

Rank 1 - 7

- a) Guided reading with or without assignments
(summary, analysis, evaluation, extension etc.) [6]
- b) Viewing of film or video cassette, or listening
of audio recordings [7]
- c) Lecturing with or without hand outs [1]
- d) Socratic method (discussion, or flexible lecture
interrupted by questions, and comments from
trainees) [6]
- e) Teamwork or small group workshops, seminars
or tutorials for different follow up
activities, simulation exercises, microteaching
or group discussions [6]
- f) Various forms of ~~discovery~~ learning (problem
solving, case studies, project work, action
research) [7]
- g) Correspondence courses [7]
- h) Radio broadcast with or without back up
materials. [7]
- i) Other: (please specify) []

what diploma (degree/certificate) have you got after this training. (Give title, or write: none)

10

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Are you satisfied with this initial training? Please use the table below for a detailed answer, putting a cross in the ^{case} corresponding to your degree of satisfaction against each component.

Component	1 very satisfied	2 satisfied	3 fairly satisfied	4 not satisfied	5 undecided
a) Language mastery			+		
b) literatures and civilisations of English speaking countries					+
c) theoretical foundations of methodology and Education				+	
d) class observations and controlled practice.				+	
e) real class observation and teaching practice			+		
f) general culture					+
g) other, please specify					
h) the training globally seen				+	

^{If you are not}
 You are not satisfied in general, or about particular aspects, how do you explain your ^{dissatisfaction} ~~satisfaction~~?

- a) content too far from the daily realities of classes you know you will have to work with or of your educational system ☐
- b) the theoretical level of content is too high ☐
- c) content is too theoretical to equip you for your actual teaching ☐
- d) content too academic and not enough professional ☐
- e) content too elementary or too boring ☐
- f) content too prescriptive ☐
- g) content too general or too vague to be a useful guide for classroom practice ☐
- h) programme overloaded ☐
- i) you have not been involved in the conception of the programme ☐
- j) Some of the methods ~~are~~ used to deliver the message have not been appealing enough to you (Please specify) ☐
- k) Other (please specify) ☐

15 Among your reasons for ^{dissatisfaction} ~~satisfaction~~ or satisfaction about your initial training state three of the most important in order of importance:
 1 = most important. 3 = least important
 among the three most important reasons

13

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	Reasons for satisfaction	Reasons for ^{dissatisfaction} satisfaction
1		The professional content was too sketchy, based almost exclusively on "lesson presentations"
2		No seminars, conferences or tutorials
3		

16 If you have any comments on your initial professional training that you have not had the opportunity to make through your answers to the questions so far, please feel free to make them here briefly in two to eight lines maximum.

Section 3. IN-SERVICE TRAINING

13

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17 Since you started teaching English, how many in-service training seminars or 'pedagogical activities days' have you attended in average per year in Benin

a) none ☐

b) one or two ☒

c) three to five ☐

d) more than five ☐

18. How long do they last in average?

a) Less than two days ☒

b) two days ☐

c) three to five days ☐

d) more than five days ☐

19 what is the content of these seminars or pedagogical activities

a) Demonstration classes followed by group discussions ("critique du cours") ☒

b) Presentation of an aspect of general or subject specific pedagogy or of classroom management followed by discussion ☐

c) Presentation of an aspect of the English

Language for teachers' own language im-
provement or language awareness ☐

d) dissemination of a new English curriculum (programme) and/or new methodological approaches to Language teaching. ☒

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e) evaluation of new ELT materials and/or production of supplementary materials or new materials for given classes ☐

f) initiation to the production and/or use of audio-visual aids and other classroom materials ☐

20 Indicate your degree of satisfaction about these seminars and pedagogical activities days

- a) very satisfactory ☐
- b) satisfactory ☐
- c) fairly satisfactory ☐
- d) not satisfactory ☒
- e) undecided ☐

21. If you do not find them satisfactory enough please ~~briefly~~ give your reasons.

a) content too far from the daily realities of your class. ☐

b) content too repetitive of the same things each year. ☒

c) content too theoretical to equip you for your classroom teaching. ☐

d) content too general or too vague to be a useful guide for classroom teaching ☐

e) content too elementary ☐

- f) content too prescriptive ☒
- g) programme overloaded ☐
- h) the methods used in the conduction of the seminars are boring and/or not imaginative enough. ☐
- i) the logistic conditions for the seminar are disappointing ☐
- j) the time of the seminar is inappropriate ☐
- k) discussions are mainly on futilities, points of details or personal attacks instead of focusing on essential points and relevant issues ☐
- l) other reasons (please specify) ☐

How many times have you followed an in-service professional training course from two weeks to three years in Benin, or elsewhere since you started teaching in Benin?

- a) never ☐
- b) once ☐
- c) twice ☐
- d) from three to five times ☐
- e) more than five times ☐

If your answer to question 12 is never, go straight to section four. If not continue with question 13

If some of those courses took place outside Benin specify the country.

- a) Great Britain ☒
- b) U.S.A. ☐
- c) Canada ☐
- d) African English speaking countries ☒
- e) other English speaking countries ☐

f) France

g) Other non English speaking countries

□ -653-

24 Specify the importance given to different aspects of the content of this course by putting a number against each one of the following possible aspects suggested from one to seven, one being the most important and seven the least important. For details of these aspects see question 9 on pages 5-8.

	in Benin	outside Benin
a) Language mastery and linguistic analysis	1	1
b) Literatures and civilisations of English speaking countries	1	1
c) Theoretical foundations of methodology and Education	1	1
d) Class observation and controlled practice	1	1
e) Real class observation and Teaching practice	1	3 1
f) General culture	1	1
g) other (please specify)	1	1

25 Indicate in order of importance of use (1 = most used, 9 = Least used), the methods and techniques used for the delivery of the content of those courses

- a) guided reading of prescribed books, articles and documents with or without written assignments to be submitted (summary, analysis, evaluation, extension etc) 16/
- b) Use of tape or/and video recorders 17/
- c) Direct lecturing with or without hand outs 18/
- d) Socratic method (discussion or flexible lectures interrupted by questions and comments from trainees 19/
- e) circulated materials sent periodically to schools with instructions for discussions in schools by teachers 20/
- f) Conferences bringing together large groups of participants to discuss general topics and carry out planned activities 21/
- g) workshops, and small groups seminars to prepare materials, aids, supplementary materials, or carry out controlled practice in some general or subject specific teaching skills, or discuss a given topic in detail 22/
- h) different forms of discovery and participative learning (problem solving, case studies, project work etc.) 23/
- i) Radio or Television broadcast with or without back up materials 24/
- j) correspondence courses. 25/

26 What were your ^{personal} objectives in following these 18
courses? Put a number from 1 (the most important) ⁶⁵⁵⁻
to 7 (the least important) against each sugges-
ted objective to indicate priority.

a) improve my competence in the use of English
both in terms of fluency and accuracy as well as
in terms of appropriacy in social contexts 15

b) improve my professional competence, in
acquiring new general teaching skills, new
classroom techniques, new approaches to the
teaching of language aspects and skills and in
updating and broadening my knowledge of
developments in the profession and the language 17 1

c) enable ^{me} myself to implement more
adequately new programmes adopted for the
teaching of English in my school or country 17

d) be trained in curriculum and material
development and/or evaluation 17

e) upgrade my academic qualifications
with the hope of increasing my salary
and/or standing better chance for higher education
leading to a master's or doctorate degree 14

higher education

- f) Upgrade my professional qualification with the hope of having a higher teaching qualification with a consequent increase in my salary, or and promotion to a higher post (pedagogical adviser, inspector, curriculum or/and material developer) L
- g) other (specify) L

27 How satisfactory did you find these courses in terms of attainment of your objectives. Put a cross in appropriate cases according to your places of training.

Country of course	degree of satisfaction				
	very ¹ satisfactory	² satisfactory	³ fairly satisfactory	⁴ not satisfactory	undecided
Benin					+
ENGLAND	+				
Canada					
African English speaking countries					
Other English speaking countries					
France					
Other non English speaking countries					

- 27 Briefly state main reasons for your satisfaction or dissatisfaction in general or in particular aspects (2 to 8 lines.)

-657-

I found the course in England satisfactory because both the theoretical and applied aspects ~~into the~~ gave me insight into the nature of language and the ^{various} methodologies that have been used so far in foreign language teaching.

- 28 Make any comment about your in-service training experience that none of the above questions has given you the opportunity to make (2 to 5 lines)

Section Four: Your views on effective in-service education and training of teachers (INSET)

29. How will you rank the following reasons for undertaking an in-service professional training? (1 = most important for you. 7 = least important)

a) improve my competence in the use of English both in terms of fluency and accuracy as well as in terms of appropriacy in social contexts

2

21
b) improve my professional competence, in acquiring new general teaching skills new classroom techniques, new approaches to the teaching of language aspects and skills, and in updating and broadening my knowledge of developments in the profession and the language -658-

c) enable ^{me} myself to implement more adequately new programmes adopted for the teaching of English in my school, or in my country ☒

d) be trained in curriculum and material development and/or evaluation ☒

e) Upgrade my academic qualifications with the hope of increasing my salary and/or standing better chance for higher education leading to a master's or doctorate degree ☒

f) upgrade my professional qualification with a consequent increase on my salary or/and promotion to a higher post (pedagogical adviser, inspector, curriculum or/and material developer etc.) ☒

g) Other (specify) ☐

30 Do you think that existing structures and institutions ^{in Benin} are adequate for an effective INSET which could ^{help} achieve your priorities as stated above in your answer to question 29,

a) at school level	yes <input type="checkbox"/>	no <input checked="" type="checkbox"/>
b) at district level	yes <input type="checkbox"/>	no <input checked="" type="checkbox"/>
c) at provincial level	yes <input type="checkbox"/>	no <input checked="" type="checkbox"/>
d) at National level	yes <input type="checkbox"/>	no <input checked="" type="checkbox"/>

31 If you think that these structures and institutions are adequate, have you found their actual teacher training activities satisfactory so far

- | | | |
|----------------------|---|--|
| a) at school level? | yes <input checked="" type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| b) at district level | yes <input checked="" type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| c) at province level | yes <input checked="" type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| d) at national level | yes <input checked="" type="checkbox"/> | NO <input checked="" type="checkbox"/> |

32 If you didn't find their work satisfactory what do you think may be the reasons for this inefficiency. Use the following suggestions, and your own, putting a cross in each case, as applicable
(See next page)

Reasons	School Level	District Level	Provincial Level	National Level
a) lack of material and financial support to institutions or structures			+	+
b) lack of information to teachers about available facilities in these institutions		+	+	+
c) lack of time for teachers to undertake training activities offered by these structures or institutions		+	+	
d) ^{Insufficient} insufficient qualification of trainers,				+
e) activities organised at wrong moments		+	+	
f) in-service training is not rewarded			+	+
g) teachers are not motivated to take part	+	+		
h) teachers are not consulted for the planning of the activities and associated to their execution.		+	+	+
i) activities are not relevant enough to the problems teachers face in their classrooms.		+	+	+
j) teachers are not encouraged to ^{practise} practice what they have learnt.				+
k) activities do not link theory to practice in such a way as to facilitate later use of ideas, techniques and knowledge by trained teachers in their individual classrooms.				
l) training activities are not organised frequently enough and regularly enough to really help teachers keep abreast of new developments in their profession and exchange ideas on their problems		+	+	+
m) other (please specify).				

33 If you think that these structures and institutions themselves are inadequate, give your reasons for such an opinion, using some of these suggestions and your own if needed.

a) These structures and institutions are imposed from above on teachers and do not take account of their wishes ☐

b) These institutions and structures are managed too bureaucratically ☐

c) Although they do have teacher education and training as one of their duties these institutions are more concerned with other things than real education and training of teachers. ☐

d) These institutions are poorly staffed and inadequately equipped to efficiently do the job. ☐

e) These institutions are not controlled efficiently enough by educational authorities, so they gradually die out, or just don't work and are not very little accountable to any organised body. ☐

f) These institutions do not actually have a systematically planned programme of in-service education and training of teachers each year and react only when something crops up in the course of the year needing, a dissemination of information to teachers. ☐

g) other reasons (please specify):



34. What do you think should be the characteristics of an efficient in-service teacher training structure or institution

a) at school level?

b) at district level

c) at province level?

26

-663-

d) at national level

- such ^{an} institutions must be staffed with competent, qualified and experienced teachers,
- a well planned ~~in-serv~~ programme of in-service training at national, regional and district levels.
- it should be an educational ~~institute~~ and not a political institution.

35 On what conditions do you think the educational and training activity of such institution could be successful and effective?

a) wide dissemination of information on new methods, approaches etc.

b) Regular contact with practising teachers not only to get to know their problems but also to learn ^{individual} personal successes and ^{pass them on} to others.

c) Educational authorities at all levels should give financial ~~and other~~ support to the institutions.

d)

e)

36 How do you think we can show that these activities have been successful and effective? In other words how do we evaluate the results?

a) through the results obtained by teachers in class, not necessarily through students' performance but the teacher's own performance.

&

+

27

37 As a teacher of English what areas of professional development do you need to focus on in a teacher development programme. Use the following suggestions and your own putting a cross in the case corresponding to the sub-category you would like to be included. Rank the main domains from 1 to 7 to indicate your priorities (1 = most important for you. 7 = least important for you)

rank order: 1 to 7

- | | |
|--|-------------------------------------|
| 9) Language mastery and linguistic analysis | <input checked="" type="checkbox"/> |
| 37a1 Phonetics and phonology | <input checked="" type="checkbox"/> |
| 37a2 Vocabulary and semantics | <input type="checkbox"/> |
| 37a3 Translation techniques | <input checked="" type="checkbox"/> |
| 37a4 Composition and grammar | <input checked="" type="checkbox"/> |
| 37a5 listening comprehension | <input checked="" type="checkbox"/> |
| 37a6 Reading comprehension | <input checked="" type="checkbox"/> |
| 37a7 Oral fluency | <input type="checkbox"/> |
| 37a8 English for a specific purpose | <input type="checkbox"/> |
| 37a9 Classroom English for specific <small>(commerce, industry, science, technology, etc.)</small> teaching/learning functions and for maintaining teacher-pupil relations | <input checked="" type="checkbox"/> |
| 37a10 Text-analysis, discourse analysis | <input type="checkbox"/> |

29
b) Literatures and civilisations of English
speaking countries

3/ -665-

- | | | |
|------|---|-------------------------------------|
| 37b1 | Literatures of the British Isles | <input checked="" type="checkbox"/> |
| 37b2 | British civilisation | <input checked="" type="checkbox"/> |
| 37b3 | American literatures | <input checked="" type="checkbox"/> |
| 37b4 | American civilisation | <input checked="" type="checkbox"/> |
| 37b5 | African literature in English | <input checked="" type="checkbox"/> |
| 37b6 | African civilisation in English | <input type="checkbox"/> |
| 37b7 | Literatures of other commonwealth countries | <input checked="" type="checkbox"/> |
| 37b8 | Civilisations of other commonwealth countries | <input type="checkbox"/> |

c) Theoretical foundations of methodology
and Education

3/

- | | | |
|------|---------------------------------------|-------------------------------------|
| 37c1 | Educational psychology | <input checked="" type="checkbox"/> |
| 37c2 | General teaching skills | <input checked="" type="checkbox"/> |
| 37c3 | English as a Foreign Language | |
| | Specific teaching skills | <input type="checkbox"/> |
| 37c4 | Classroom management | <input checked="" type="checkbox"/> |
| 37c5 | Syllabus/curriculum design | <input checked="" type="checkbox"/> |
| 37c6 | Materials development | <input checked="" type="checkbox"/> |
| 37c7 | Testing and educational
evaluation | <input checked="" type="checkbox"/> |
| 37c8 | School administration | <input checked="" type="checkbox"/> |

- 37c9 Sociology of Education ☒
- 37c10 Philosophy of Education ☒ -666-
- 37c11 Economics of Education ☒

d) Class Observation and Controlled Practice ☒

- 37d1 Observation of live demonstration lessons
by trainer or trainee ☒
- 37d2 Viewing/listening of video or audio
recordings of lessons or mini-courses ☒
- 37d3 Role play and peer teaching ☒
- 37d4. micro teaching ☒
- 37d5 Other forms of simulation ☒

e) Real class Observation and teaching ☒

- 37e1 observation of qualified and experienced
teachers in real classrooms ☒
- 37e2 collaborative lesson planning
, and team teaching ☒
- 37e3 Individual lesson planning and teaching
under the supervision of an experienced teacher ☒

f) general culture ☒

- 37f1 civism, ideology, initiation to problems
of human rights and of education for inter
national understanding and world peace ☒

37f2 Practical training for manual work: operation and repairing of materials, the making of visual aids and other instructional materials from locally available materials. ☒

37f3 General information on health, elementary training in first aid techniques ☐

37f4 Other general culture disciplines considered useful and necessary for the circumstances (please specify) ☐

g. others (please specify) ☐

37 61 ☐

37 62 ☐

37 etc. ☐

38 Are you prepared (Would you like) to take part in a teacher self development programme with teachers organizing themselves to work on a professional improvement programme designed by themselves in collaboration with experienced trainers?

a yes ☒

b, no ☐

39. If yes, on what conditions could such a programme work in the face of the problems we are confronted with in our educational system and socio-economic context.

- a Existing institutions and structures shouldn't intervene unduly in the work. As the
- b initiative comes from teachers they should be allowed to use their own imagination, creative ability and experience to develop their
- c own ideas.
- d Educational institutions and authorities should not only encourage them but do everything possible to facilitate the work for them.

40. If no, please give your reasons, if any

- a _____
- b _____
- c _____

41. You are going ^{to} take part in an experimental in-service teacher-training programme or follow it as an observer, what do you personally expect from this experiment.

- a Objectives clearly stated.
- b The academic and professional content must be relevant to the needs of the trainees
- c New approaches, methodologies etc with their practical implications.
- d _____
- e _____

42: Make any comments on your views of an effective in-service Education and Training of Teachers that none of the preceding questions in this section has given you the opportunity to make.

Section Five: Your views on the relationship between initial pre-service training and in-service and continuing education and training of teachers

43. In the context of EFL teaching in BENIN, which one of the two forms of teacher training, i.e. initial pre-service education and training of teachers and continuing in-service education and training of teachers, do you consider as the most important?

a) Pre-service training ☒ ☐

b) In-service training ☐ ☒

44 Choose one of the following statements about Pre-service training and In Service training, according to your conviction:

a) Pre-service training and In-service training are two separate things with very little in common. ☐

b) Pre-service training and In-service training are interrelated aspects of the same thing ☒

45 If your answer to question 43 is b) and to question 44 is b), give your views on how to make this link more effective with the objective of having an integrated approach to teacher education and training. Here are some suggestions you could choose if it agrees with your views and add your own if needed.

a) have an overall plan of the profile of the teacher needed for the educational system in general and in relation to the teaching of English in particular. ☒

b) have a shorter Pre-service teacher education and training with a lighter programme than is the case at present. ☒

c/ build an horizontal integration programme that organises teacher education and training from the pre-service stage in such a way as to relate theory to practice, academic knowledge to professional competence, discipline specific instruction to interdisciplinary general culture education that prepares teachers for their roles of educators as opposed to discipline specialist teacher, and their roles of socio-economic development agents in the community. 671³⁴ -671- [+]

d) build a vertical integration programme on the basis of the overall plan of the profile of the teacher needed for the system, the content already covered or to be covered and the objectives already achieved or to be achieved by the pre-service component, ^{This programme should} and which work out a continuing in-service education and training programme that aims at the realisation of the profile of the teacher needed for the system and takes into account the need for a permanent education of teachers. [+]

e) have a systematic, integrated, yearly planned programme of in-service education and training of teachers newly recruited in the profession after their initial pre-service training over a given number of years.

f) periodic recycling of all practising teachers of English in Benin and/or abroad on refresher courses to keep them informed about and trained for new developments in the profession. ☒

g) Increase the cooperation between pre-service, and in-service education and training institutions so as to ensure an harmonious coordination of their programmes, activities and methods and ^{achieve} an optimal and more effective use of their resources in the pursuit of a common goal in line with the overall educational policy. ☒

h other (please specify) _____

☐

46 On what conditions do you think such an integration of pre-service and in-service training could be successful

- a) at the political and state level?
- No "political conditions" ^{should} ~~must~~ be imposed on the trainers and trainees.
 - Refresher courses/in-service training must be systematic and not just "once in a blue moon"
 - Such courses must be rewarded and offer opportunities for promotion.

b) at the institutional level?

- the content of the courses must be relevant to the needs of the trainees.
- Practising teachers must be involved in the outlining of programmes and their propositions
- should be given due consideration.

c/ at the level of individuals (teachers, administrative post holders in educational institutions) -673-

- ...
- ...
- ...
- ...

47 Make any other comments you have not yet have the opportunity to make so far on the relationship between pre-service and in-service teacher education and training.

Looking at the pre-service training there ever that it may not be enough to introduce the techniques of research as a compulsory course. There even is much more work in the area of in-service training.

48 What are your impressions on this questionnaire? Please feel free to make suggestions for its improvement.

Some sections are too detailed and therefore too demanding and even sometimes boring.

That's all. Thank you very much for your patience and your invaluable help.

QUESTIONNAIRE TO TEACHERS.

Introduction : Dear Colleague,

This questionnaire is part of a research project on the impact of in-service teacher training in the professional competence of teachers of English in Benin, and on their pupils' English proficiency. It has been initiated at the University of London Institute of Education.

The objective of this questionnaire is to collect information and record your opinions on the efficiency and effectiveness of the training given to teachers of English in Benin before they start teaching and mainly while they are already in service, to


It is hoped that this inquiry will help/work out a teacher training policy and programme that will be more relevant to the needs of the educational system and particularly to the needs of the teachers of English in Benin.

For the result to be significant and for these objectives to be reached it is extremely important that you answer all the questions as sincerely and precisely as possible.

Your answers and personal comments will be treated in great respect for you and anonymously. The personal details wanted are exclusive for classification and interpretation purposes only.

Please feel free therefore to express your opinions clearly and frankly. Your answers will be a great contribution to the training of teachers of English in Benin and to educational research in the country and in "French Speaking" Africa as a whole.

Thank you very much in anticipation for your cooperation.


Joseph AKOHA ESOL dpt
University of London
Institute of Education
20 Bedford Way
London WC1H0AL
United Kingdom.

NOVEMBER 1987

- 2 -

General instructions

Please put a tick " / " in cases corresponding to your choice(s) of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire except when otherwise instructed.

Exemple 1

Question 1

Surname and first name

AKOHA Joseph

Here there is no case just a space for
Writing surname and first name
So I did it

Exemple 2

Question 3

- Age : a) Less than 25 ☐
 b) between 25 and 35 ☒
 c) between 36 and 46 ☐
 d) more than 46 ☐

Here there are cases. SO I put a
tick at b) between 25 and 35 as it
corresponds to my age

Section one : identification of respondents. Don't write here please

1 Surname and first name :

☐ 1
☐ 2
2 Sexe : Male ☐ Female
☐ 3
☐ 4
3 Age : a) Less than 25 ☐b) between 25 and 35 ☐c) between 36 and 46 ☐d) more than 46 ☐
☐ 5
☐ 6
☐ 7
☐ 8

4 School a) name and district

☐ 9
☐ 10

b) Province of school

- 3 -

Don't write here please.

5 Class(es) taught

a) Mevel I

- First year ☐
- Second year ☐
- third year ☐
- Fourth year ☐

b) Level II

- First year - art ☐
- Science ☐
- Second year - art ☐
- Science ☐
- third year - art ☐
- Science ☐

you

6) For how many years have/taught English ?

- a) between 0 and 2 years ☐
- b) between 3 and 5 years ☐
- c) between 6 and 10 years ☐
- d) between 11 and 15 years ☐
- e) more than 15 years ☐

7°) Highest academic qualification

9°) Highest professional qualification

Section two Initial Training

10°) Have you done an initial professional teacher training for the teaching of English

a) ina pre-service teacher training institution before you start teaching ?

Yes ☐
No ☐

b) after you have already been assigned officially to a teaching post where You have already taught for sometime ?

Yes ☐
No ☐

☐ 11

☐ 12

☐ 13

☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

☐ 21

☐ 22

☐ 23

☐ 24

☐ 25

☐ 26

☐ 27

☐ 1

☐ 2

Don't write
here please

.. 4

11°) How Long did this training Last ?

- a) Less than one month . ☐
- b) 1 - 6 months ☐
- c) 7 - 24 months ☐
- d) 25 - 36 months ☐
- e) more than 36 months ☐

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

12°) Describe as fully as possible the theoretical and practical content of the training (subjects' ... themes and topics developed, activities carried out etc...)

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

☐ 13

☐ 14

13°) Specify the importance given to each one of the main components in terms of time spent on each one of them during the whole training as in the following exemple :

1°/ Literature = 42%

2°/ Civilisation = 30%

=====

TOTAL training 100%

That is just an example . Now do your own classification using the space below

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

Don't
write here
please

- 5 -

14°) What were the most used methods ? rank them in order of importance so that the most frequently used one comes first :

Example : Film on teaching 1

Lectures 2

reading assignment 3

This means that film on teaching is the most frequently used method for the training course followed by lectures and reading assignments that is just an example . Now do your own specification and classification using the space below

☐ 20

☐ 21

☐ 22

☐ 23

☐ 24

☐ 25

15°) How satisfied are you with each component of the course and with the training in general ? To answer this question , take again the components of the course you have aheads specified in question 12 and 13 and specify your degree of satisfaction with each one by putting a circle around one of the following indices that most expresses your degree of satisfaction.

1 = very satisfied

2 = satisfied

3 = fairly satisfied

4 = not satisfied

5 = undecided

example :

Course components

degree of satisfaction

Language improvement : 1 2 (3) 4 5

Methodology 1 2 3 (4) 5

The training general 1 2 (3) 4 5

This means that you are fairly satisfied with the language improvement component of the course and not satisfied with the methodology component. But as a whole you are fairly satisfied with the whole course of training.

That is just an example. Now answer the question using the space below.

579-

☐ 26

☐ 27

☐ 28

☐ 29

☐ 30

☐ 31

☐ 32

☐ 33

☐ 34

☐ 35

16°) Among your reasons for satisfaction order satisfaction about aspects of your initial training or the whole training state five of the most important in order of importance 1 being the most important reason and 5 the least important one

Example :

16 . a Reasons for satisfaction :

1 the language improvement course has helped me gain confidence in my own ability to use English.

2 the class observation sessions have shown me the complexity of classroom reality and were very well organised.

3 the methods used for the whole course were quite relevant to my objectives

4

5

16 . b. Reasons for dissatisfaction :

1 the content is too theoretical

2 the methods were too ^{trainer} centred.

3. The different components have not been well coordinated.

4.

5.

These are just examples from me . Now answer the question using the space below

a) Reasons for satisfaction :

☐ 36

☐ 37

☐ 38

Don't write
here please
-680-

Reasons for dissatisfaction

☐ 39

☐ 40

☐ 41

17. If you have any comments on your initial professional training that you have not had the opportunity to make through your answers to the questions so far, please feel free to make them here briefly

☐ 42

☐ 43

☐ 44

☐ 45

Section three : IN-SERVICE TRAINING

18.- Since you started teaching English

How ^{many} in-service training seminars or " pedagogical days" have you attended in average per year counting out this year ?

a) none ☐

b) one or two ☐

c) three to Five ☐

d) more than Five ☐

☐ 1

☐ 2

☐ 3

☐ 4

19.- How long did they last in average ?

a) Less than two days ☐

b) Two days ☐

c) three to Five days ☐

d) more than Five days ☐

☐ 5

☐ 6

☐ 7

20.- What did you generally do at (the content of) these seminars or pedagogical days ?

Here are some activities some of which you might have done at these seminars. Put a tick " v" beside those you did and add others you did but which are not among these suggested.

a) Demonstration classes followed by group discussions (" critique du cours") ☐ general

b) Presentation of an aspect of/or subject specific

☐ 8

pedagogy or of ^{classroom} management or new methodological approaches to language teaching. ☐

-681-

☐ 9

c) Presentation of an aspect of the English language for teachers' ^{own} language improvement or language awareness. ☐

☐ 10

d) Dissemination of a new English curriculum(programme) or evaluation of then Elt materials ☐

☐ 11

e) Production of supplementary materials or new materials for given classe ☐

f) Initiation to the production and for use of audio-visual aids and other ^{classroom} materials ☐

21 Indicate your degree of satisfaction with these seminars in general. Put please round the number corresponding to your choice.

- a) very satisfactory 1
- b) satisfactory 2
- c) fairly satisfactory 3
- d) not satisfactory 4
- e) undecided 5

☐ 12

☐ 13

☐ 14

☐ 15

☐ 16

22.- If you do not find them satisfactory enough, please give your reasons for dissatisfaction using the space below

☐ 17

☐ 18

☐ 19

☐ 20

☐ 21

☐ 22

☐ 23

☐ 24

23.- How many times have you done an in-service professional training course from two weeks to three years in Benin or else where since you started teaching.

a) never ☐

☐ 25

b) once ☐

c) twice ☐

☐ 26

d) three times or more ☐

If your answer to question 23 is never go straight to section four on page (13)

If not continue with question 24 on page (9)

24.- Specify the importance given to different aspects of the content of the course by circling the number corresponding to your choice beside each of the suggested possible aspects to which you should add your own if needed.

The numbers are from 1 to 7 1 being the most important, 7 the least important;

Make your choice according to the place of your training. Please specify the country if it is outside Benin

Exemple :

In Benin	Outside Benin	Outside Benin
1	GHANA	ENGLAND

e) Real class observation and teaching practice. 1 2 3 4 5 6 7 ! 1 2 3 4 5 6 7 ! 1 2 3 4 5 6 7 !

this means that the respondent has followed an in-service training in Benin and in two other countries outside Benin and that in Benin this particular aspect of the course that is real class observation and teaching practice is the last but one least important aspect where as it is the most important in Ghana and fairly important in ENGLAND.

That is just an example NOW answer the question using the following guide :

Course Content	In Benin	Outside Benin	Outside Benin	
a) Language mastery and				28
Lingustie analysis	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	29
b) Literatures and civi-				
lisations of English				
speaking countries	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	30
c) Theoretical founda-				
tions of Methodology				
and Education.	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	31
				32
d) class observation and				
controlled practice	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	33
e) Real class observation				
and teaching practice	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	
f) general culture	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	1 2 3 4 5 6 7 !	
g) other (please specify				

25.- Indicate in order of importance of use (1= most frequently used 9 least used) the methods and techniques used for the delivery of the content of these courses. Circle the number showing the relative order.

Don't write here
Please.-

in
Benin

! Outside
! Benin
!

Methods

- | | | |
|---|--------------------|--------------------|
| a) Direct Lecturing with
or without hand outs | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| b) Use of tape or/ and
video recorder | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| c) Guided reading of
Prescribed books, articles and documents
with or without
written assignment to
be submitted(summary)
analysis, evaluation, extension etc.) | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| d) Discussions or flexible
lectures interrupted by
questions and comments
from trainees | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| e) circulated materials
periodically sent
to schools with instructions
for discussion in schools by
teachers | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| f) conferences bringing
together large groups
of participants to
discuss general
to pics and carry out
planned activites | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |
| workshops and small
groups seminars to
prepare materials,aids
supplementary materials or carry out
contiolled practice in some general
or subject specifie teaching
skills or discuss a given | 1 2 3 4 5 6 7 8 9! | 1 2 3 4 5 6 7 8 9! |

9 ! 36 37

3 9 ! 38 39

! 40 41

! 42 43

! 44 45

Don't write here please

topic in detail (micro-teaching, peer teaching)

1 2 3 4 5 6 7 8 9 ! 1 2 3 4 5 6 7 8 9

- h) different forms of discovery and participative learning (problem solving, case studies, project work, action research)

1 2 3 4 5 6 7 8 9 ! 1 2 3 4 5 6 7 8 9

- i) Radio and/or television broadcast with or without back up materials

1 2 3 4 5 6 7 8 9 ! 1 2 3 4 5 6 7 8 9

- j) correspondence courses

1 2 3 4 5 6 7 8 9 ! 1 2 3 4 5 6 7 8 9

26.- What were your objectives in following either course? Circle a number from 1 (the first in importance) to 8 (the least important) to classify suggested objectives according to your priority of choice

46

Objectives

In Benin

Outside Benin

- a) Improve my competence in the use of English both in terms of fluency and accuracy and in terms of appropriacy in social contexts

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

47

- b) Improve on my professional competence by acquiring new general teaching skills, new classroom techniques new approaches to the teaching of English and by updating and broadening my knowledge of developments in the profession and the language study

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

48

- c) Get myself equipped to implement more adequately new programmes adopted for the teaching of English in my school or country

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

Don't w
te here
please.

- c) I didn't really have
any clear personal
objective 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
- e) Be trained in curriculum
syllabus design and materials
development and/or
evaluation 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
- f) up grade my academic
qualifications with the
hope of increasing my
salary and /or standing better
chance for higher
education leading to
degree 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
- g) up grade my professional
qualification with the hope
of having a higher teaching
qualification(diploma)with
a consequent increase on my
salary, or/and promotion to
a higher post (pedagogical
adviser, inspector, curri-
culum or/and materials
developer etc.) specify 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
- h) Other (please specify) 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

27.- How satisfactory did you find these courses
in terms of attainment of your objectives?

Indicate your degree of satisfaction with the Courses by cir-
cling the number corresponding to your choice

	in Benin	Outside Benin
a) Very satisfactory	1	1
b) satisfactory	2	2
c) fairly satisfactory	3	3
d) not satisfactory	4	4
e) undecided	5	5

49

50
52
54
56
58

- 13 -

27 Briefly state the main reasons for your satisfaction or dissatisfaction.

Don't write here please

a) Reasons for satisfaction
in Benin

Outside Benin

☐ 60 ☐ 61

☐ 62 ☐ 63

☐ 64 ☐ 65

b) reasons for dissatisfaction
in Benin

Outside Benin

☐ 66 ☐ 67

☐ 68 ☐ 69

☐ 70 ☐ 71

28) Please make any other comments about your in service training experience that none of the above questions has given you the opportunity to make

☐ 72 ☐ 73

☐ 74 ☐ 75

Section Four : Your views on effective
In-Service education and training of
Teachers. (INSET)

- 14 -

Don't write

here please

29) How will you rank the following reasons for underst^{king} an-
in-service professional training ?

1 = most important for you

2 = Least important for you

a) improve my competence in the use of English both in terms
of fluency and accuracy as well as in terms of appropriacy
in social contexts

1 2 3 4 5 6 7 8

b) improve on my professional competence, by acquiring new
Teaching skills, new classroom techniques, new approaches
to the teaching of language aspects and skills and in up-
dating and broadening my knowledge of development in the
profession and the language.

1 2 3 4 5 6 7 8

c) Get myself equipped to implement more adequately new programmes
adopted for the teaching of English in my school or in
my country

1 2 3 4 5 6 7 8

d) be trained in curriculum and material development and/or
evaluation

1 2 3 4 5 6 7 8

e) upgrade my academic qualifications with the hope of increa-
sing my salary and/or standing better chance for higher
education leading to a master's or doctorate degree

1 2 3 4 5 6 7 8

f) upgrade my professional qualification with a consequent
increase on my salary or/and promotion to a higher post
(pedagogical adviser, inspector, curriculum or/and material
developer etc.)

1 2 3 4 5 6 7 8

g) get away from the daily routine of teaching for a while.

1 2 3 4 5 6 7 8

h) other (please specify)

1 2 3 4 5 6 7 8

have you found

30) the work of existing institutions and structures satisfactory?
Circle the number corresponding to your choice

a) Satisfactory

1

b) partially satisfactory

2

c) partially unsatisfactory

3

d) unsatisfactory

4

e) undecided

5

1

2

3

4

5

6

7

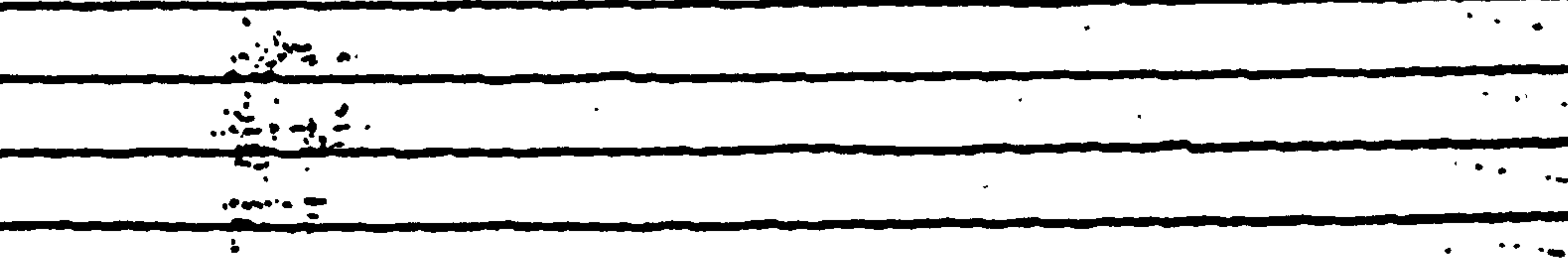
8

9

- 15 -

Don't write

31 a) If you are not completely happy with their work, what, in your here please opinion may be the reasons explaining such inefficiency ?



10

11

12

13

b) At which level(s) do you think actions need to be taken to bring about some positive change ? at school level? at province level? at national level ? at the level of teachers themselves as individuals ? at the level of particular institutions ? Please specify the level (s) and the actions you think should be taken.

[illegible]

32) As a teacher of English in Benin which areas of professional development do you need to focus on in a teacher development programme. You may use the following suggestions indicating your order of priority by circling the number of your choice from 1 to 7, 1 being First in priority, 7, last in priority :

a) Language improvement and linguistic analyses

! 22

1 2 3 4 5 6 7

Don't write
here please

- 16 -

- b) Literatures and civilisations of English speaking countries. ☐ 23
1 2 3 4 5 6 7
- c) Theoretical foundations of methodology, and Education. ☐ 24
1 2 3 4 5 6 7
- d) Class-observation and controlled practice (role play, peer teaching, micro teaching) ☐ 25
1 2 3 4 5 6 7
- e) real class observation, case studies and teaching practice ☐ 26
1 2 3 4 5 6 7
- f) general culture ☐ 27
1 2 3 4 5 6 7
- g) other (please specify) ☐ 28
1 2 3 4 5 6 7
- 33.- Are you prepared to take part in a teacher self development programme/with teachers organising themselves to work on a professional improvement programme designed by themselves in collaboration with experienced trainers ? ☐ 29
- a) yes ☐
- b) No ☐ 30
- 34.- If No, please give your reasons if any ☐ 31
☐ 32
☐ 32
☐ 33
☐ 34
- 35.- If yes on what conditions could such a programme work in the face of the problems we are confronted with in our educational system and socio-economic context ? ☐ 35
☐ 36
☐ 37
☐ 38

- 17 -

36) How do you think we can show that the activities of such programme, and of any in-service training programme for that matter have been successful and effective ? In other words how do we evaluate the results ?

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

☐ 41

☐ 42

☐ 43

☐ 44

37.- You are going to take part in an experimental in-service teacher training programme or follow it as an observation what do you personally expect from this experiment ?

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

38.- Please, feel free here to make any other comments on effective in-service education and training of teachers that none of the preceding questions have given you the opportunity to make

_____!

_____!

_____!

_____!

_____!

_____!

_____!

_____!

Don't
write h
re pleas

Section Five : Your views on the relationship between initial, pre-service training and in-service and continuing education and training of teachers.

39.- In the context of E F L teaching in Benin which one of the two forms of teacher training ,i.e,initial pre-sefvce education and training of teachers and contuining in-service education and training of teachers do you consider. . as the must impor- tant :

either a) Pre-service training

or b) In-service training

write a)or b) in this bpx ☐

! ☐ 1

! ☐ 2

40.- Choose one of the following statements about Pre-service training and in-service training according to your conviction

either a) Pre-service and In-service training

are two qeparate things with very little

in common

! ☐ 3

! ☐ 4

or b) Pre-service training and in -service training

... are interrelated aspects of the

some thing

write a) or b) in this box ☐

! ☐ 5

41.- If your answer to question 40 is b/ then give your views on how to make this link more effective in a view to having an integrated approach to teacher education and training Here are some suggestions you may use if you agree with,them and add your own as needed .

a) have an overall plan of the profile of the teacher needed for the educational system in general and in relation to the teaching of English in particular. ☐

! ☐ 6

b) have a shorter pre-service teacher eudcation and training with^a lighter programme than is the case at present.

c) build a programme that orgahises teacher education and training from the pre-service stage in such a way as to relate theory to practice academic knowledge to profession-
nal competence, discipline specific instruction to interdis-
ciplinary that prepares teachers to their roles of Socio-economic development agents in the community. ☐

! ☐ 7

d) build an inservice education and training programme on the basis of the overall plan of the profile of the teacher need for the system , the content already covered or to be covered by pre-ser- vice education and training and which takes ... into account the need for a permanent education of teachers. ☐

! ☐ 8

- 42.- On what conditions do you think
such an integration of pre-service training could be successful?
- _____ 12
- _____ 13
- _____ 14
- _____ 15
- _____ 16
- _____ 17
- 43.- How do you think the success and effectiveness of such an integrated pre- and in-service teacher education and training programme could be evaluated and improved
- _____ 18
- _____ 19
- _____ 20
- _____ 21

Don't write here please.

44.- If you have any other comments, you have not yet had the opportunity to make so far on the relationship between Pre-service and in-service teacher education and training of teachers and on any other preceding sections please feel free to make them here as concisely as you can.

☐ 23

☐ 24

☐ 25

☐ 26

☐ 27

☐ 28

45.- What are your impressions on this questionnaire ?

☐ 29

☐ 30

☐ 31

☐ 32

That's all . Please check again to make sure you have answered all the questions you are asked. Thank you very much for your patience and your invaluable help and cooperation. The results of this enquiry will be sent to you after the general evaluation seminar on the experimental in-service training scheduled for June 1988

November 1987.

- 2 -

- ☐ 4 = 1 - 6 months = insufficient training
- ☐ 5 = 7 - 24 months = sufficient training
- ☐ 6 = 25 - 36 months = full training .
- ☐ 7 = more than 36 months Superior training for promotion to higher posts.

QUESTION 12 :

- ☐ 8 = Language mastery and linguistic analysis.
- ☐ 9 = Literatures and civilisation of English speaking countries
- ☐ 10 = Theoretical foundations of Methodology and Education and lectures on teaching techniques and activities.
- ☐ 11 = Class observation and controlled practice
- ☐ 12 = Real class observation and teaching practice.
- ☐ 13 = General culture
- ☐ 14 Other to be (specified .)

QUESTION 12 : Here teachers need not make full sentences they just have to name subjects, main themes and topics covered in them and Practical activities carried out such as micro-teaching, micro-teaching, class observation, teaching practice.
The above coding categories (8 - 14) have been identified from the pilot study. coders may consult the following details of main categories:

- ☐ 8 = Language mastery and linguistic analysis;
Phonetics and phonology, syntactic structures, vocabulary and semantics, listening-comprehension reading comprehension, oral proficiency writing or guided composition, Translation, English for Specific purposes, classroom English for specific teaching learning functions and for main training teacher-pupil relations, text analysis and discourse analysis , second language acquisition (psycholinguistics) Socio linguistics and pragmatics.
- ☐ 9 = Literatures and civilisations of English speaking countries ; Literature (American, English African etc.)
Civilisation (American English African etc)
- ☐ 10 = Theoretical foundations of methodology and Education and lectures on teaching techniques and activities : Educational psychology (psychopedagogy) philosophy of Education, Sociology of Education , School Administration, syllabus/curriculum design and materials development: general teaching skills, EFL specific teaching skills didactique de la matière")
Classroom management, testing and Educational evaluation)

.../...

File handle data/name = 'tques.dat'

Title 'Inset Questionnaire'

File list file=data.records=3

71 respidn 1-2 sex 3 age 4 provce 5 ctaught 6 yexp 7 acaqual 8 proqual

9 intrain 10 lentrain 11 contlam 12 contlit 13 contheo 14 contclo

15 contpra 16 contgenc 17 mlect 18 modles 19 mreadass 20 meswrite

21 mdiscuss 22 medutech 23 mlesplan 24 mclascrb 25 mpeteach 26 mteapra

27 lingimp 28 litiv 29 thesmeth 30 clolocpra 31 teapra 32 genc

33 learnenv 34 ttrangen 35 lterciv 36 langimp 37 metefl 38 demclass

39 courconf 40 insling 41 insmeth 42 insgenc 43 lachres 44 inadpra

45 lectheo 46 lectbor 47 inadorg 48 cabroad 49 cdisocto 50 cndprac

51 cspolact 52 cbktraln 53 cinadprg 54 fretaln 55 durtraln 56 practcon

57 undprorg 58 theory 59 lancomp 60 dsatis 61 presmeth 62 yfvict

63 planorg 64 thecont 65 lspecial 66 furtraln 67 riling 68 riproco

69 rinprog 70 ricudev 71 riacadsa 72 riprose 73 rigaft 74 rlexpesh

75 instisat 76 cinbur 77 cinexco 78 cinpol 79 cinmatl 80

72 cininfo 1 cinimat 2 cinngen 3 cinmot 4 cinrrel 5 cinishtl

6 cinwilm 7 cinlime 8 cinforh 9 cinthep 10 cinced 11 cinicot

12 analpe 13 analmatf 14 analinv 15 analmat 16 analrec 17 analinc

18 analpol 19 analment 20 analtra 21 analdec 22 analsem 23

analpers 24 analres 25 aprolsem 26 aproldec 27 aprolcu 28 aprolins 29

aprolact 30 aprolrev 31 aslmos 32 aslmat 33 aslap 34 aslclub 35

aslenc 36 asleol 37 aslsbi 38 atlaa 39 atlsdev 40 pdevlila 41

pdevlci 42 pdevlhec 41 pdevccp 44 pdevtep 45 pdevgenc 46

ptsedev 47 cpsen 48 cpsac 49 cpreduh 50 cptass 51 cprelpro 52 cporg 53

cpaup 54 cpdoc 55 cpfoa 56 cpna 57 cpren 58 pdevsle 59 pdevstup 60

pdevtro 61 pdevta 62 pdevfb 63 pdevnam 64 pdevdisc 65 pdevstav 66

pdever 67 expites 68 expimp 69 expquest 70 expgen 71 expact 72

exptheo 73 expweak 74 expgain 75 aloma 76 scomregi 77 scomatt 78

73 scombal 79 ttrimp 80

73 helpitt 1 teiprot 2 teishpro 3 teipro 4 teipe 5 teipins 6 teipet 7

teicoop 8 teiprior 9 cintmot 10 cintcom 11 cintcoop 12 cintres 13

cintrep 14 cintant 15 cintplan 16 cintimp 17 cintpres 18 cinttrain 19

intevco 20 intevplo 21 intevsem 22 intevres 23 intevass 24 intevex 25

quopsug 26 quoleng 27 quecade 28 quint 29 typeresp 30

variable labels respidn 'respondent identification number'

sex 'respondent sex'

provce 'province number'

ctaught 'class taught'

yexp 'number of years of experience'

acaqual 'highest academic qualification'

proqual 'highest professional qualification'

intrain 'initial training'

lentrain 'length of training'

contlam 'language mastery and linguistic analysis'

contlit 'literature and civilisation'

contheo 'theoretical foundations'

contclo 'class observation and controlled practice'

contpra 'real class observation and teaching practice'

contgenc 'general culture'

mlect 'lectures'

modles 'model lesson presented by trainer'

mreadass 'reading assignment'

meswrite 'essays on specific topics'

mdiscuss 'discussions and exposes'

medutech 'educational technology (such as films and tapes)
 mlesplan 'lesson planning'
 mclasrob 'classroom observation'
 mpeteach 'peer teaching'
 mleapra 'teaching practice'
 lingimp 'linguistics improvement'
 litcly 'literature and civilisation'
 thecmeth 'theoretical foundation of methodology and education'
 cloropra 'class observation and controlled practice'
 teapra 'teaching practice'
 genc 'general culture'
 learnenv 'learning environment and organisation'
 traingen 'the training in general'
 litercly 'improved knowledge of literature'
 langimp 'linguistics helps improve language competence'
 metefl 'methodology class helps teach efl'
 democlass 'demonstration classes are helpful'
 courcont 'course helps gain self-confidence'
 insling 'insufficient linguistics'
 insmeth 'insufficient methodology'
 insgenc 'insufficient general culture'
 lackres 'lack of resources'
 inadpra 'inadequate practical training'
 lectheo 'lectures too theoretical or superficial'
 lectbor 'lecture techniques repetitive and boring'
 inadery 'inadequate organisation and coordination of course'
 cabroad 'need a year abroad for teacher language improvement'
 cdisccto 'dissatisfied with training abroad opportunities'
 cndprac 'need more practical training'
 csepect 'need lectures specialised in efl'
 cbkltraln 'overall bookish training'
 cinadprg 'training programme inadequate'
 frettrain 'frequency of training'
 durtrain 'duration of training'
 practcon 'content oriented towards practical activities'
 undprog 'understanding and evaluating elt programmes'
 theory 'discussion of theoretical background to pedagogy'
 lanccomp 'improved language competence'
 dsatis 'degree of satisfaction'
 presmeth 'method too prescriptive'
 ylvict 'victimisation of young teachers'
 planorg 'poor planning and inadequate organisation'
 thecent 'content too theoretical'
 lspecal 'supervisors are not specialists in methodology'
 furtrain 'further inservice training'
 nilimp 'improve language competence'
 niproco 'improve professional competence'
 ninprog 'new elt programme'
 nicudev 'curriculum and material development'
 niacada 'upgrade academic qualification and salary'
 niproca 'upgrade professional qualification and salary'
 nigalt 'get away from teaching'
 niexpesh 'sharing experiences with others'
 instisat 'satisfaction with existing inset institutions'
 cinibur 'bureaucracy and selfishness cause inefficiency'
 cinlexco 'inexperience and lack of competence of trainers'

cinipol 'interference of political authorities'
 cinimafi 'lack of material and financial support'
 cininfo 'teachers are not informed of available facilities'
 cinimat 'lack of teaching materials for teachers'
 cininca 'no incentive to teachers for inset'
 cininot 'teachers and administrators lack motivation'
 cininval 'irrelevance of training programme'
 cinishti 'time too short to make sense of training'
 cinivtim 'activities planned at wrong time'
 cinitime 'no time to take advantage of available facilities'
 cinivth 'over reliance on outside or government help'
 cinithap 'inadequate link between theory and practice'
 cinidac 'lack of decentralisation of institutions'
 cinicot 'lack of consultation with teachers'
 cinalpa 'give priority to education at national level'
 cinalmate 'need material and financial support'
 cinaliniv 'need clear policy of investment'
 cinalmat 'provide teaching materials to teachers'
 cinaltree 'recognition of teachers rights needs and values'
 cinaling 'give incentive to teachers for inset'
 cinalpol 'stop political interference'
 cinalmont 'change mentality about development'
 cinaltira 'train the trainers'
 cinaldec 'decentralise national institutions'
 cinalsem 'organise regular seminars'
 cinalpers 'put the right person in the right place'
 cinalres 'do fieldwork before decisions on curriculum change'
 cinolsem 'organise regular seminars in the province'
 cinolided 'feel more concerned and dedicated'
 cinolcu 'coordinator needed to supervise new curriculum'
 cinoline 'follow inset up with inspection'
 cinolext 'associate experienced teachers with organisation'
 cinolcra 'reward participation in inset'
 cinolmos 'give moral support to teachers'
 cinolmat 'provide lending materials to teachers and pupils'
 cinolap 'encourage syllabus application'
 cinolub 'create english clubs and organise trips'
 cinolenc 'encourage best pupils'
 cinolol 'more solidarity between senior and junior teachers'
 cinolbi 'organise school based inset'
 cinolaz 'teachers should get rid of their laziness'
 cinoldev 'teachers should ensure their self development'
 cinolville 'language improvement as area of prof development'
 cinolveti 'literature and civilisation'
 cinolthec 'theoretical foundation of methodology'
 cinolveop 'class observation and controlled practice'
 cinolvelp 'real class observation and controlled practice'
 cinolvgenc 'general culture'
 cinoldev 'participation in teacher self development programme'
 cinolsem 'give seminars and sensitize teachers'
 cinolpac 'accept national self sacrifice'
 cinolredub 'reduce teaching hours'
 cinolpass 'organise teachers private associations'
 cinolprio 'programme relevant to daily problems of teaching'
 cinolrg 'careful planning and good organisation'
 cinolup 'financial and material support'

cpdoc 'provisioin and or production of documents'
 cptco 'teachers own financial contribution'
 cpone 'encouragement or positive neutrality of authorities'
 cpren 'reward participation'
 pdevsie 'students increased interest in english'
 pdevolup 'student progress'
 pdevtro 'increase in teacher confidence'
 pdevta 'observe class with teachers and authorities'
 pdevftb 'follow teachers up in schools to note change'
 pdeviam 'annual evaluation meetings organised by teachers'
 pdevdisc 'class observation and critique by teachers'
 pdevstev 'student evaluation of teacher performance'
 pdevco 'classroom research with limited experimental group'
 expltes 'expect improvement of teaching'
 explimp 'expect language improvement'
 expquest 'question my teaching'
 expgen 'generate new ideas'
 exprect 'practical emphasis on practical activities'
 expthec 'solid theoretical background'
 expweak 'teachers will know their weak points'
 expgain 'obtain scholarship or get promotion'
 scome 'raise authorities awareness of the need for inset'
 scomregi 'need to participate in regular inset'
 scomt 'more trainers'
 scombal 'skilful balance of theory and practice'
 ttrimp 'most important between pre and inservice training'
 relpitt 'relation between pre and inservice training'
 teiprot 'integration through profile of teachers needed'
 teishpro 'shorter pre service'
 teipro 'long term integrated programme'
 teipe 'programme of permanent education for teachers'
 teipins 'yearly planned inset for newly engaged teachers'
 teines 'periodical recycling of all practising teachers'
 teicocp 'increased cooperation between training institutions'
 teiprior 'give priority to untrained teachers'
 cinctact 'motivation and willingness of trainees and trainers'
 cinctum 'easy communication'
 cinctuocp 'international cooperative and financial support'
 cinctres 'availability of material and financial resources'
 cinctrep 'overall reorientation of educational policy'
 cinctaut 'sincerity and cooperation of those in authority'
 cintplan 'long term planning'
 cintimp 'improvement of the material conditions of teachers'
 cintpres 'pre service should solve real problems'
 cintpain 'availability of well trained staff'
 intevco 'evaluate through class observation and inspection'
 intevplo 'use pupil learning outcome and opinions'
 intevsem 'periodical seminars'
 intevres 'serious efl classroom research'
 intevass 'international institutions assessment'
 intevex 'have the experience first and evaluate later'
 quopsug 'questions give opportunity to make suggestions'
 quolong 'questions too long and sometimes boring'
 quexcde 'questions are exhaustive and carefully designed'
 quint 'questions are interesting'
 tyneresp 'type of respondent'

value labels sex 1 'male' 2 'female' /
age 1 'less than 25' 2 'between 25 and 35'
3 'between 36 and 46' 4 'more than 46' /
provice 1 'mono' 2 'oueme' 3 'zou' 4 'atlantique'
5 'borgou' 6 'atacora' /
ctaught 1 'level 1' 2 'level 2' 3 'both levels'
0 'not applicable' /
yexp 1 'between 0 and 2 years' 2 '3-5 years'
3 '6-10 years' 4 '11-15 years' 5 'more than 15 years' /
acaqual 1 'bac and equivalent just qualified'
2 'dipl or licence well qualified'
3 'matrise dea doctoral highly qualified' /
proqual 1 'no qualification'
2 'capex bapem just qualified'
3 'capex copes ma highly qualified' /
initrain 1 'yes' 2 'no' /
lentrain 1 'less than one month' 2 '1-6 months'
3 '7-24 months' 4 '24-36 months' /
contlaw 1 'mentioned first' 2 'mentioned second'
3 'mentioned third' 4 'mentioned fourth'
5 'mentioned fifth' 6 'mentioned sixth' /
mlect to mteapra 1 'mentioned first' 2 'mentioned second'
3 'mentioned third' 4 'mentioned fourth' /
lingimp to traingen 1 'very satisfied' 2 'satisfied'
3 'fairly satisfied' 4 'not satisfied'
5 'undecided' /
literciv to courconf 1 'first important reason for satisfaction'
2 'second important reason for satisfaction'
3 'third important reason for satisfaction'
4 'fourth important reason for satisfaction'
5 'fifth important reason for satisfaction' /
1 'first reason for dissatisfaction'
2 'second reason for dissatisfaction'
3 'third reason for dissatisfaction'
4 'fourth reason for dissatisfaction'
5 'fifth reason for dissatisfaction' /
insling to inaduy 1 'mentioned first' 2 'mentioned second'
3 'mentioned third' 4 'mentioned fourth'
5 'mentioned fifth' 6 'mentioned sixth' /
cabroad to cunadpy 1 'mentioned first' 2 'mentioned second'
3 'mentioned third' 4 'mentioned fourth'
5 'mentioned fifth' 6 'mentioned sixth' /
fretrain 1 'none' 2 'one or two very few'
3 'three or more quite often' 0 'not applicable' /
durtrain 1 'less than two days' 2 'two to five days'
3 'more than five days' 0 'not applicable' /
practcon to lancomp 1 'mentioned' 8 'not mentioned'
0 'not applicable' /
dsatis 1 'very satisfied' 2 'satisfied' 3 'fairly satisfied'
4 'not satisfied' 5 'undecided' /
presmeth to lfpacial 1 'mentioned first' 2 'mentioned second'
3 'mentioned third' 4 'mentioned fourth'
5 'mentioned fifth' 6 'not mentioned'
0 'not applicable' /
furtrain 1 'never' 2 'once' 3 'twice or more' 0 'not applicable' /
rilling to piepesh 1 'first in importance' 2 'second in importance'
3 'third in importance' 4 'fourth in importance'
5 'fifth in importance' 6 'sixth in importance'
7 'seventh in importance' 8 'eighth in importance' /

```

instisat 1 'very satisfied' 2 'partially satisfied'
          3 'partially dissatisfied' 4 'dissatisfied' 5 'undecided' /
cinbur to clinicot 1 'mentioned first' 2 'mentioned second'
                   3 'mentioned third' 4 'mentioned fourth'
                   5 'mentioned fifth' 8 'not mentioned' /
analpe to atlasday 1 'mentioned first' 2 'mentioned second'
                   3 'mentioned third' 4 'mentioned fourth'
                   5 'mentioned fifth' 6 'mentioned sixth' /
pdeyilla to pdeyengc 1 'first in priority' 2 'second in priority'
                    3 'third in priority' 4 'fourth in priority'
                    5 'fifth in priority' 6 'sixth in priority'
                    7 'seventh in priority' 8 'not mentioned' /

ptsadev 1 'yes' 2 'no' /
cpsam to cpsaw 1 'mentioned first' 2 'mentioned second'
                3 'mentioned third' 4 'mentioned fourth'
                5 'mentioned fifth' 6 'mentioned sixth' /
pdeysle to expgain 1 'mentioned first' 2 'mentioned second'
                   3 'mentioned third' 4 'mentioned fourth'
                   5 'mentioned fifth' 8 'not mentioned' /
scome to scodhal 1 'mentioned first' 2 'mentioned second'
                 3 'mentioned third' 4 'mentioned fourth'
                 5 'mentioned fifth' 8 'not mentioned'
                 0 'not applicable' /
ltirimp 1 'preservicer' 2 'inservicer' 3 'both' /
relpitt 1 'separator' 2 'interrelated' /
teiprot to teiprior 1 'mentioned' 8 'not mentioned' /
clintact to clintpain 1 'mentioned first' 2 'mentioned second'
                     3 'mentioned third' 4 'mentioned fourth'
                     5 'mentioned fifth' 8 'not mentioned' /
intevco to intevex 1 'mentioned first' 2 'mentioned second'
                   3 'mentioned third' 4 'mentioned fourth'
                   5 'mentioned fifth' 8 'not mentioned' /
quopsug to quint 1 'mentioned first' 2 'mentioned second'
                 3 'mentioned third' 4 'mentioned fourth'
                 8 'not mentioned' 0 'not applicable' /

! typeesp 1 'ordinary teacher' 2 'teacher trainer or inspector' /
! missing values sex to typeesp (9) /
! recode age (1,2=2)
! recode yexp (1,2=2) (4,5=4)
! statistics variables=age (2,4) yexp (2,4)
! tables=age by yexp
! fueliscount row column total expected resid
finish

```


QUESTIONNAIRE TO TEACHERS AND TRAINERS FOR THE EVALUATION
OF THE BENIN EXPERIMENTAL INSET PROJECT

INTRODUCTION : This questionnaire is part of the process of evaluation of the

This questionnaire is part of the process of evaluation of the research project on the impact of in-service teacher training on the professional competence of teachers of English in Bénin, and on their pupils' English proficiency initiated at the University of London Institute of Education.

It aims at obtaining your personal impressions, opinions and feelings about the execution of the project and the impact it has had ^{on} you personally and your suggestions to improve the training programme, methods and forms it has experimented.

It also contains a section on your views about the English Africa series books on whose effective use the programme has been focussed on, as well as a section on your views about the communicative and the functional orientation of the teaching/learning approach underlying the training programme as one of the essential methodological implications of the new books set for the teaching of English in Beninese secondary schools.

For the results of this inquiry to be significant and useful for the conception of an effective ELTIN-SERVICE teacher training policy and programme it is extremely important that you answer all questions as sincerely and precisely as possible.

Your answers will be an essential contribution to the improvement of the quality of the ENGLISH language teaching in Benin and Perhaps in "French speaking" Africa as whole.

Thank you very much in anticipation for your cooperation.

Joseph AKOHA ESOL dpt
University of London
Institute of Education
20 Bedford Way
London WC1H0AL
United Kingdom.

GENERAL INSTRUCTIONS

Please put a tick "/" in cases corresponding to your choice (s) of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire except when otherwise instructed.

Example 1

Question 1 : Surname and First name

GANKPE A. NOEL

Here there is no case just a space for writing surname and first name. So I did it.

Example 2 :

Question 3

Age : a) less than 25 ☐

b) between 25 - 35 ☐

c) between 36 - 46 ☐

d) more than 46 ☐

Here there are cases. SO I put a tick at b) between 25 and 35 as it corresponds to my age.

Section one : identification of respondents.

1°) Surname and first name

	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
2°) Sex : Male <input type="checkbox"/> Female <input type="checkbox"/>	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
3°) Age : a) Less than 25	<input type="checkbox"/>	5
b) Between 25 and 35	<input type="checkbox"/>	6
c) Between 36 and 46	<input type="checkbox"/>	7
d) More than 46	<input type="checkbox"/>	8
4°) School		
a) Name and district _____	<input type="checkbox"/>	9
b) Province _____	<input type="checkbox"/>	10
5°) Class taught	<input type="checkbox"/>	11
a) Level I <input type="checkbox"/>	<input type="checkbox"/>	12
b) level II Art <input type="checkbox"/>	<input type="checkbox"/>	13
c) Level II Science <input type="checkbox"/>	<input type="checkbox"/>	14
	<input type="checkbox"/>	15

6°) For how many years have you taught English ?

a) Between 0 and 2 years

b) Between 3 and 5 years

c) Between 6 and 10 years

d) Between 11 and 15 years

16

17

18

19

20

21

7°) Highest academic qualification

22

23

8) Highest professional qualification

24

25

26

27

9°) Category of respondent

a) Experimental group

b) Control group

c) Trainer

d) Observer

28

29

30

31

Put either a, or b, or c) or d) in his box

Section two : your experience of the experimentation

10°) What were your expectations of the experimental
INSET at the beginning ?

1

2

3

4

5

6

11°) Which of your expectations

a) Have been fully met ?

7

b) Have been partially met ?

☐ 8

c) Have not been met at all ?

☐ 9

12°) Rank in order of importance by circling the rank
Order number corresponding to your choice the
forms and methods of training you think have
had the most positive impact on you personally

a) Intems of making you modify your conception
of language teaching process in Benin.

b) And in terms of changing and /or improving
on your actual classroom teaching

a)

b)

☐ 10

1) Observation of your class
by trainer and feedback
discussion after the class
to diagnose where there
is need for improvement or
to help you improve on your
attempts at implenenting
ideas discussed :

☐ 11

☐ 12

☐ 13

at seminars 1 2 3 4 5 6 7 8 9 10 11 12 13 ; 12345678910111213

☐ 14

2) School based INSET at which
you are asked to reflect on
the specific problems you are
confronted with in your school
and classroom situation and/
or work on lesson plans and
or discuss issues of general

☐ 15

a)

b)

-705-

methodological interest
alone or with your other
colleagues in the

school. 1 2 3 4 5 6 7 8 9 10 11 12 13 ; 1 2 3 4 5 6 7 8 9 10 11 12 13

a)

b)

3) residential seminars

at which all participants meet to
listen to lectures discuss
methodological and language
improvement issues carry out con-
trolled practice followed by feedback dis-

ussion. 1 2 3 4 5 6 7 8 9 10 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

4) lectures on the

theoretical background
of the new methodological

approach. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 16

☐ 17

5) Lectures on techniques

and methods of organizing
classroom activities in line with
the communicative and functional
approach to language

teaching. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 18

☐ 19

6) workshops and discussions

on the practical application
of the suggested approaches
through group lesson preparation using
the books set on the ELT pro-

gramme. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 20

☐ 21

7) cooperative

microteaching
video and / or audio
recording, viewing and feedback

sessions. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 22

☐ 23

.../...

a)

b)

8) Viewing of recorded
video cassette and/or films
watching television or listening
to radio broadcast or audio cassettes
on models of lessons
where the ideas discussed in general
lectures or small group
workshops have been
amplified (e-g teaching
observed, teaching alive
B B C film) followed by group dis-
cussion. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 24
☐ 25

9) distribution of, and
assignment to read
documents related to
teachers own language
improvement and/or
to the communicative and
functional approach
and to pair/group
work. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 26
☐ 27

10) free discussion in small
group followed by a general
feedback on successes and
problems encountered; by
each one of you in your
attempts to implement the ideas received
at seminars in your actual clas-
sroom. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 28
☐ 29

11) class visits by inspectors
to assess how well you've
been doing and advise
you. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 30
☐ 31

a)

b)

12) observation of your class

and feedback on your or
lessons by trainers one/"cps"

tell you what you should



have done without you

taking part in seminars

where there ideas disussed and

practiced in a controlled set-

ting. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

 32
 33

 33

13) ~~From~~ own observation of

other colleagues' teaching and/or team

teaching followed with feedback

discussion among your-

```
selves. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13
```

34

 35

13^o) on which conditions would you be

motivated to tak part in an INSET did

programme in BENIN

36

37

 38

39

40

41

14°) Which aspect of the organisation of this experimental INSET
you like.

42

43

 44.

45

46

15°) Which aspects of the organisation of this experimental
INSET didn't you like ?

☐ 47

☐ 48

☐ 49

☐ 50

☐ 51

☐ 52

☐ 53

16°) As a whole how successful would you rate the whole one year
experimental in service in view of what you personally gained
from it ? Put a circle ~~put~~ round the indice corresponding
to your choice Knowing that 1 = very successful, 2 = successful,,
3 = partially successful 4 = partially a failure 5 = not successful
6 undecided.

☐ 54

☐ 55

☐ 56

☐ 57

1 2 3 4 5

Section Three your impressionson the communicative and
functional approach to the English language teaching on which the INSET
programme has been based.

17°) How confident do you feel now after this year's experimental
intservice training about doing the following in your class ?
circle the indice corresponding to your choice : 1 = very confi-
dent 2 = confident, 3 = not really confident, 4 = not confident
at all 5 = undecided.

a) Organising pair/group work

1 2 3 4 5

☐ 58

b) Conducting a reading comprehension

lessons (including silent reading and dealing without
having to present it artificially)

1 2 3 4 5

☐ 59

c) Teaching notions and functions through games, role
plays, dialogues and task based activities.

1 2 3 4 5

☐ 60

d) Presenting and practicing grammatial structure and lexis
through meaningful and more communicative exercises and
activities as opposed to artificial drilling and mean-
gless sentence manipulation.

1 2 3 4 5

☐ 61

e) Planning and setting up classroom activities in such a way as to give as much opportunity as possible to students to speak English and communicate with themselves and to reduce teacher talk.

1 2 3 4 5

☐ 62

f) To deal with students' mistakes gently and ^{of} time the correction so as not to destroy students' flow/ideas during communicative activities

1 2 3 4 5

☐ 63

g) Use the book as a servant and not as a master.

1 2 3 4 5

☐ 64

18°) What aspects of the new methodological approach have you found

a) inapplicable in your class ?

☐ 65

☐ 66

☐ 67

☐ 68

☐ 69

☐ 70

b) Fairly applicable in your class ?

☐ 71

☐ 72

☐ 73

☐ 74

☐ 75

☐ 76

c) Applicable in your class ?

☐ 77

☐ 78

☐ 79

☐ 80

☐ 81

☐ 82

☐ 83

☐ 84

☐ 85

- 10 -

20 Write below all your suggestions to improve the book
including the indication of factual or language mistakes you
came accross in the book.

☐ 17
☐ 18
☐ 19
☐ 20
☐ 21

21 If there are any other comments about this year's experimental
in-service training , you have not been able to make so far in any
of the four section please feel free to make them here.

☐ 22
☐ 23
☐ 24
☐ 25
☐ 26
☐ 27
☐ 28

That's all ? Please check and make sure that you have answered all the
questions. Thank you very much for your patience and cooperation.
The results of this evaluation will be given at the closing ceremony
of the evaluation seminar this month at Lokossa (South West of Benin)
Once again thank you very much.

SECTION FOUR : Your appreciation of ENGLISH AFRICA

-71-

19. Show your appreciation of ENGLISH AFRICA by circling the number corresponding to your opinion about how suitable the book is with regards to aspects stated below:

- 1 = Excellent for my purpose and context
- 2 = Suitable
- 3 = Will do
- 4 = Not very suitable
- 5 = Useless.

a) look quality of covers, paper, binding, illustration, general attractiveness 1 2 3 4 5

b) aims of the book and profile of students 1 2 3 4 5

c) coverage of language skills (reading, writing, listening, speaking) 1 2 3 4 5

d) coverage of formal language aspects : (grammar, vocabulary, pronunciation .) 1 2 3 4 5

e) coverage of language functions and notions . 1 2 3 4 5

f) coverage of topics, themes, and situations . 1 2 3 4 5

g) accuracy and validity of information given and correctness of language . 1 2 3 4 5

h) balance and integration of language skills, aspects and functions. 1 2 3 4 5

i) relevance and appropriacy to learners interests, capabilities and socio- cultural background . 1 2 3 4 5

j) provision for different abilities cognitive and learning skills. 1 2 3 4 5

k) tests ; variety of tests and exercises types 1 2 3 4 5

l) social relationship likely to be reinforced or introduced by the interaction pattern suggested in the material . 1 2 3 4 5

m) ideological and cultural values developed by texts . 1 2 3 4 5

n) Teachers' roles and responsibility in the teaching learning process . 1 2 3 4 5

o) enjoyment of the book 1 2 3 4 5

p) helpfulness of teachers' guide 1 2 3 4 5

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

Republique Populaire du Benin
 Ministère de l'Enseignement Moyen et Supérieur project
 Institut National pour la Formation et la
 Recherche en Education (INFRE)
 15- ANGLAIS
 P.200 Porto-Novo.

Appendix to Chapter 8 No 13: A tentative framework
 for the production and/or evaluation of the INSET

712

English teaching/learning materials
 selection form

Characteristics of Material(s)	Assessment Chart						
	Yes	No	1 Excellent for the circum- stance & purpose	2 suit- able	3 will do	4 not very suit- able	5 useless for the cir- cumstance & purpose
a) <u>Basics</u> - identification . Author, date of publication, title, place of publication, publisher . component parts: textbook, workbook teachers' edition, Audio Visual Aids - Look: quality of covers, paper, binding craftsmanship, illustration, design, layout and life of the book - Cost: compared with quality and with users purchasing power b) <u>stated aims and claims</u> - aims - profile of student - audience c) <u>coverage of subject matter</u> - language skills - formal language aspects - contextual language aspects - language type - topics, themes, situations - scope and validity d) <u>Presentation and learner considerations:</u> - focus: learner centred or subject centred - format. (linear, cyclical, modular, matrix, storyline, other combination) - balance, appropriency and learning facilitation . balance of language skills and aspects . degree of integration of language skills and aspects							

English teaching/learning materials
 selection form

c) Characteristics of Material(s)	Assessment Chart						
	Yes	No	1 Excellent for the circum- stance & purpose	2 suit- able	3 will do	4 not very suit- able	5 useless for the cir- cumstance & purpose
<ul style="list-style-type: none">. Relevance and appropriacy to learners interests, capabilities, learning objectives, socio-cultural background. Appeal and self motivating character of materials. Provision for different abilities, cognitive and learning styles and cognitive skills							
e) <u>Testing</u> <ul style="list-style-type: none">- focus, accuracy/fluency- balance of language skills and aspects tested- integration of language skills, aspects and focus- variety of test types- nature of test: diagnostic/summative							
f) <u>Hidden curriculum</u> <ul style="list-style-type: none">- respect of aims and claims- bias- pupils self concept likely to be developed by materials- social relationship likely to be reinforced or introduced by the interaction pattern suggested in the material							
g) <u>Teacher considerations and teachers guides</u> <ul style="list-style-type: none">- Teachers' roles and responsibility in the teaching learning process- outside class demands on teachers' time- amount of teacher retaining required by materials- accessibility of teachers' guides- helpfulness of teachers' guides as regards to roles expected from the teacher in the textbook							

English teaching/learning materials
 selection form

Characteristics of Material(s)	Assessment Chart						
	Yes	No	1 Excellent for the circum- stance & purpose	2 suit- able	3 will do	4 not very suit- able	5 useless for the cir- cumstance & purpose
<ul style="list-style-type: none">- provision for supplementary exercises, activities, and testing materials for consolidating and testing language skills and aspects acquisition by learners- provision for useful information about methodological pedagogic and linguistic issues underlying the textbook and/or provision of reference titles for the teacher to consult							
n) Effects and enjoyment							
- Overall assessment	////	////					

2) Decision :

- Selected for adoption
- Retained as possible substitute or supplementary material
- Rejected

3) Comments and recommendations for implementation:

Appendix to Chapter 8 No 14: Process evaluation of the INSET project

appendix No 14 Residential INSET course evaluation guides

Course: First INSET course

Date: 26-28 November 1987

Venue: Ecole Normale Supérieure (Porto-Novo)

- 1- Which ones of your expectations of this course, specified at the beginning have been met to a large extent?
- 2- Which ones have not been fully met?
- 3- Which ones have not been met at all?
- 4- a) which aspects of the course reflected your needs and addressed the real problems you face in the classroom?
b) which were not relevant to your needs and the problems you face in the classroom? Did you find those useful for your personal education or useless
- 5- Please specify what you liked and what you did not like about the following aspects of the course, giving your reasons in each case:
 - a) general organisation i.e, how we managed to get you here for the course: information, administrative procedures, communication etc.)
 - b) logistics i.e, accommodation, food, transport, classrooms, materials)
 - c) content of the course i.e, (topics of lectures and discussion, tasks for workshops and microteachings, hidden curriculum (humanistic teaching/learning, learning by doing, encouragement of positive attitude towards in-service training and towards communicative teaching)
 - d) Methods used to work on the programme i.e, activities, lectures, discussions in pairs or groups and with whole class, workshops and microteachings (clarity of instructions about activities, time allowed for preparation of mini-lessons for microteachings, the teaching itself, with peers, and with real students, the feedback sessions (time allocated for viewing the video recording of part of each lesson, the form and content of the observations and suggestions), the use of audio and video recordings, the use of films, the distributions of photocopied hand outs, the reading assignments) itself
 - e) number of lectures, workshops and microteaching put on the programme.
 - f) the affective climate of the course i.e, interpersonal relationships among participants and training team, degree of freedom and control, ways of encouraging participants to keep to the schedule, understanding, attention to and caring for individuals' personal problems and needs, kind, form and tone of jokes and other remarks about participants.
- 6 Please feel free to make any other comments.
THANK YOU .

N.B the guide for the second seminar held from 18th to 20th February was similar but participants were also encouraged to express their general comments orally. This was well received and resulted into fruitful exchange of views. The evaluation of the the last seminar from 15-18 June was mainly oral as a general evaluation questionnaire was already given out and filled at the seminar and it would have been boring and artificial to have another written evaluation of the evaluation seminar.

Appendix to Chapter 8 No 15: Evaluation questionnaire to pupils

QUESTIONNAIRE AUX ELEVES

+++++

C O

CHER ELEVE

INTRODUCTION :

Comment vous portez-vous? Comment va le travail ? J'espère que vous faites des progrès en Anglais grâce à votre nouveau livre ENGLISH AFRICA .

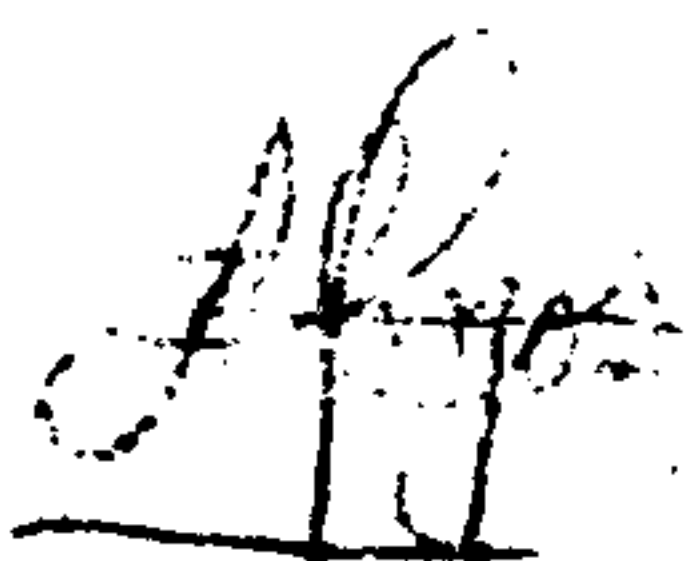
Voici QUELQUES QUESTIONS auxquelles j'aimerais que vous donniez des réponses précises et sincères sans en laisser aucune.

Vos réponses m'aideront à mieux connaître les conditions dans lesquelles vous apprenez l'Anglais pour en tenir compte dans l'appréciation et l'interprétation de vos résultats aux tests d'évaluation. Elles me permettront également de connaître ce que vous aimez et ce que vous n'aimez pas dans le nouveau livre et dans la manière dont votre professeur l'utilise pour vous aider à apprendre l'Anglais.

Ces questions constituent un des questionnaires élaborés dans le cadre d'une étude entreprise à l'Institut des Sciences de l'Education de l'Université de Londres sur l'efficacité des programmes de perfectionnement des professeurs d'Anglais au Bénin.

Il est donc très important que vous donniez des réponses claires, concises et vraies à toutes les questions car vos réponses serviront de bases pour des propositions et des recommandations qui seront faites pour l'amélioration de l'Enseignement de l'Anglais au Bénin.

Merci d'avance



Joseph A K O H A

Etudiant à l'Institut
des Sciences de l'Edu-
cation de l'Université
de Londres. ESOL

INTRODUCTIONS GENERALES :

-717-

Mettez au bic bleu un "/" dans les casiers correspondant à votre / vos choix de réponses lorsque des casiers sont prévus. Ecrivez directement au bic des réponses précises aux autres questions. Ces instructions s'appliquent à toutes les questions de ce questionnaire sauf celles pour lesquelles des instructions spécifiques ont été données.

Exemple 1 : Q 1 : Dans quelle province se trouve votre établissement ?

Atlantique ! ☐ ! 1 Mono ! ☒ ! 2

Ouémé ! ☐ ! 3 Zou ! ☐ ! 4

Ici la réponse choisie est le Mono

Exemple 2: Q 2 : Comment s'appelle votre établissement?

C.E.M.G. COME

Exemple 3 : Q 3 : Comment s'appelle votre classe ?

BG1A

Section une : Identification

QUESTIONS :

1 Dans quelle province se trouve votre établissement ?

Atlantique ! ☐ ! 1 Mono ! ☐ ! 2

Ouémé ! ☐ ! 3 Zou ! ☒ ! 4

2.- Comment s'appelle votre établissement ?

C.E.M.G. SAVALOU

! N'écrivez rien ici
! S.V.P.

! ☐ ! 1 ! ☐ ! 2

! ☐ 5 ☐ 6 ☐ 7 ☒ 8

! ☐ 9 ☐ 10 ☐ 11 ☐ 12

! ☐ 13 ☐ 14 ☐ 15 ☐ 16

! ☐ 17 ☐ 18

3.- Comment s'appelle votre classe ?

B.G.A

4.- Quels sont vos nom et Prénom(s)

AFFO AYENAN KETOU

5.- Quel est votre sexe

M ☒

F ☐

6.- Quel âge avez-vous ?

a) 14 - 15 ans

b) 17 - 19 ans

c) 20 ans et plus

SECTION DEUX

7.- Qui est ou qui sont les personnes qui vous donnent principalement ce dont vous avez besoin cette année pour poursuivre vos études (logement, nourriture, habillement, fournitures scolaires, contribution scolaire, encouragement, affection etc.)

père ☒ mère ☐

Tuteur/Tutrice ☐ Moi-même ☐

8.- Cette ou ces personne(s) a (ont) elle(s) un métier .

Oui ☒ Non ☐

Je ne sais pas ☐ refuse de repondre ☐

N'écrivez rien ici-818/P.

☐19 ☐20 ☐21 ☐22

☐23 ☐24 ☐25 ☐26

☐27 ☐28 ☐29 ☐30

☐31 ☐32 ☐32 ☐34

☐35 ☐36

☐37 ☐38

☐39 ☐40

☐41

☐42

☐43

☐1 ☐2

☐3 ☐4

☐5 ☐6

☐X ☐Y

- 4 -

N'écrivez rien ici
S.V.P.

9.- Quel est le métier ?

a) métier Cultivateur

b) je ne sais pas ☐

c) refuse de répondre ☐

☐ 7 ☐ 8 ☐ 9

☐ x ☐ y

10.- Cette personne ou ces personnes sait/savent-elle(s)

a) lire couramment l'Anglais ?

Oui ☐

Non ☒

je ne sais pas ☐

☐ 10 ☐ 11 ☐ 12

b) parler couramment l'Anglais ?

Oui ☐

Non ☒

c) je ne sais pas ☐

☐ 13 ☐ 14 ☐ 15

c) écrire correctement l'Anglais ?

Oui ☐

Non ☒

je ne sais pas ☐

☐ 16 ☐ 17 ☐ 18

11.- Cette /ces personne(s) vous entraîne(nt) elle(s) elle(s) même(s) ou par l'intermédiaire d'un maître ou d'une maîtresse d'étude en Anglais cette année ?

Oui ☐ Non ☒

☐ 19 ☐ 20

12.- Si oui, combien de séances d'au moins une heure faites vous par mois ?

1 à 2 séances ☐

3 à 4 séances ☐

5 à 8 séances ☐

9 à 12 séances ☐

☐ 21 ☐ 22

☐ 23 ☐ 24

13.- Avez-vous une chambre personnelle ou une salle d'étude, séparée du salon de réception, où vous pouvez étudier seul(e) ou avec d'autres élèves ?

☐ 25

14.- Par quoi est éclairée cette chambre / salle d'étude ?

une lampe électrique ☐

☐ 27

une lampe tempête ☒

☐ 28

un lampion ☐

☐ 29

15.- De combien de temps disposez-vous par semaine pour étudier personnellement l'Anglais en dehors du travail avec le maître d'étude (mais consultation personnelle avec un supérieur ou un camarade de classe y comprise)

☐ 30

1 à 2 h ☐

3 à 5 h ☒

☐ 31

6 à 8 h ☐

☐ 32

9 à 12 h ☐

16.- Avez-vous l'impression de recevoir assez de calories par jour dans vos repas pour faire un travail intellectuel soutenu tout au long de l'année ?

Oui ☒ Non ☐

☐ 33 ☐ 34

17.- Avez-vous le nouveau livre ENGLISH AFRICA disponible à la maison pour usage quand vous en avez besoin ?

Oui ☐

☐ 35

Non ☒

☐ 36

Oui mais pas tout le temps ☐

☐ 37

18.- Quel(s) autre(s) (livre(s) en Anglais avez-vous de disponible(s) à la maison et que vous lisez parfois :

a) aucun livre

b) Dictionnaires (Anglais-Français ou Anglais - Anglais ☐

☐ 38

c) livre(s) de grammaire ☐

☐ 39

d) livre(s) de vocabulaire ☒

e) autres livres de textes d'Anglais ☐

☐ 40

f) romans nouvelles ou livres simplifiés de lecture ☐

g) journaux/ magazines ☐

h) livre(s) de poésie en Anglais ☐

i) Des livres d'autres matières écrits en Anglais ☐

18.- Avez-vous à la maison accès à :

- a) un poste radio ? ☒
b) un poste téléviseur ?
c) un lecteur de cassette ?
(magnetophone)? ☐
d) un tournedisque
(électrophone) ? ☐
e) à aucun de tout cela ? ☐

☐ 41

☐ 42

☐ 43

SECTION TROIS : Conditions de vie et de travail au collège.

20.- Combien êtes-vous dans votre classe ?

- a) entre 3 et 7 élèves ☐
b) entre 8 et 15 élèves ☐
c) entre 16 et 30 élèves ☐
d) entre 31 et 40 élèves ☐
e) 41 et plus ☒

☐ 44

☐ 45

☐ 46

☐ 47

☐ 48

21.- A votre avis, votre classe est elle :

- a) bien aérée ? oui ☒ non ☐
indécis ☐
b) bien éclairée par la lumière naturelle du jour ? ☐

☐ 49

Oui ☒

☐ 50

Non ☐

☐ 51

indécis ☐

☐ 52

☐ 53

22.- A votre avis fait il trop chaud dans votre salle de classe ?

Oui ☐

☐ 54

Non ☒

☐ 55

indécis ☐

☐ 56

☐ 57

23.- L'eau rentre-t-il dans votre salle de classe quand il pleut ?

Oui ☒

☐ 58

Non ☐

☐ 59

24.- Combien de tables et bancs et /ou de tables et chaises y-a-t-il dans votre classe ?

Il y a 23 tables et bancs

☐ 60

☐ 61

25.- Pensez-vous que votre classe est bien placée :

a) pour vous occuper entre 11 et 12 heures ?

25.- Pensez-vous que vous avez assez de place

a) pour vous décaler entre les rangées ?

Oui ☒

Non ☒

b) pour regrouper des tables et former des groupes de travail ?

Oui ☒

Non ☐

c) pour démontrer devant la classe un travail de groupe ? (dramatisation, jeux de rôle etc.)

Oui ☒

Non ☐

26.- Avez-vous un livre ENGLISH AFRICA personnel que vous utiliserez en classe ?

Oui ☒

Non ☒

27.- Combien de livres ENGLISH AFRICA y-a-t-il de disponibles dans la classe pour votre usage lors des leçons (Livres de l'établissement et livres personnels des élèves pris ensemble,

Il y a au moins 15 livres

28.- Quel(s) autre(s) livre(s) y-a-t-il de disponible(s) dans la classe ou dans l'Ecole au(x) quel(s) vous avez accès quand vous venez,

a) aucun livre ☒

b) Dictionnaires (Anglais). Français ou Anglais-Anglais ☐

c) livres de grammaire ☐

d) livres de vocabulaires ☐

e) autres livres de textes d'Anglais ☐

f) Romans, nouvelles ou livres de lecture simplifiée ☐

g) livres de poésie ☐

h) journaux et magazines ☐

i) livres d'autres matières écrits en Anglais ☐

N'écrivez rien ici S.V.P.

☐ 62

☐ 63

☐ 64

☐ 65

☐ 66

☐ 67

☐ 68

☐ 69

☐ 70

☐ 71

29.- Avez-vous accès dans la classe ou dans l'Ecole à :

a) un poste radio ☐

☐ 72

b) un poste téléviseur ☐

c) un magnétophone ☐

(lecteur de cassette)

d) un Tournedisque ☐

☐ 73

(électrophone)

e) Rien de tout cela ☒

☐ 74

30.- Y-a-t-il dans votre établissement un club d'Anglais ou tout autre club culturel où vous avez l'occasion d'entendre et/ou d'utiliser l'Anglais en dehors des heures de cours.

Oui ☐

☐ 75

Non ☒

☐ 76

31.- Depuis que vous avez commencé le collège quelles sont les classes dans lesquelles vous avez eu un professeur d'Anglais régulier au cours durant toute l'année.

☐ 77

Première année Niveau I ☒

2^e année Niveau I ☐

3^e année Niveau I ☐

4^e année Niveau I ☐

5^e année Niveau II ☐

32.- Quelle est la régularité du cours de votre professeur d'Anglais cette année ?

a) Très régulier - Assez régulier ☒

☐ 79

b) Presqu'irrégulier - très irrégulier ☐

☐ 80

33.- Etes-vous satisfait des cours que fait votre professeur cette année ?

a) très satisfait-satisfait ☐

☐ 81

b) presqu'insatisfait-insatisfait ☐

☐ 82

c) très insatisfait ☐

☐ 83

☐

Section 4 votre opinion, vos sentiments et vos suggestions à propos de la manière dont les cours sont dispensés cette année.

Instruction spécifique à la question 34.-.

Donnez le degré de votre accord sur les couples d'opinions et des sentiments et exprimés sur les cours d'Anglais de cette année en encerclant l'indice qui correspond le mieux à votre degré d'accord. Il y a trois indices qui sont interprétés comme suit :

0 = neutre, ni l'un ni l'autre

1 = partiellement d'accord

2 = tout à fait, complètement d'accord

Exemple : Le cours d'Anglais de cette année

instructif (2) 1 0 / 2 pas instructif

compliqué 2 1 (0) 1 2 simple

agréable 2 (1) 0 / 2 désagréable

Ceci est interprété comme suit :

Mon cours d'Anglais de cette année est très instructif (2) il n'est ni compliqué ni simple (0) . Il est assez agréable .(1)

Maintenant répondez à la question 33. suivant ces instructions et l'exemple donné. Ne choisissez qu'un seul numéro par couple et du côté de l'aspect qui prime le mieux votre opinion.

34.-

Le cours d'Anglais cette année

Instructif :	2	1	0	1	2	Pas instructif
Fait parler davantage le professeur :	2	1	0	1	2	Fait parler davantage l'élève
Difficile	2	1	0	1	2	facile
Encourage la communication en Anglais	2	1	0	1	2	Encourage l'apprentissage des règles grammaticales.
Ennuyeux	2	1	0	1	2	intéressant
Incohérent	2	1	0	1	2	cohérent
Encourage le Professeur à présenter les réponses aux élèves	2	1	0	1	2	Encourage l'élève à chercher les réponses en collaborations avec ses camarades
Varié	2	1	0	1	2	monotone
Decevant	2	1	0	1	2	satisfaisant
adapté au niveau des élèves et au contexte béninois	2	1	0	1	2	inadapté au niveau des élèves et au contexte béninois

☐ 1

☒ 1

☐ 2

☐ 3

☐

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐

1.

-725- N'écritez rien ici S.V.P.

Distrayant	2	1	0	1	2	Captivant
centre sur	2	1	0	1	2	dominé par le Professeur
abstrait	2	1	0	1	2	concret
principalement orienté vers l'utilisation pratique de la langue.						principalement orienté vers la connaissance des structures et du vocabulaire de la langue.

☐ 11
☐ 12
☐ 13
☐ 14

abstrait	2	1	0	1	2	concret
liste	2	1	0	1	2	artificiel

☐ 15
☐ 16
☐ 17
☒ 18
☐ 19

2° - Quels sont d'après vous les aspects positifs des méthodes qu'utilise le professeur pour dispenser le cours ?

☐ 20

3° - Quels avantages trouvez-vous à ces aspects positifs

☐ 21 ☐

☐ 23 ☐

3° - Quels sont les aspects négatifs des méthodes qu'utilise le professeur pour dispenser les cours de cette année.

☐ 25 ☐
☐ 27 ☐
☐ 29 ☐

38 .- Quels sont les désavantages de ces aspects négatifs?

Écrivez
ici
S.V.P.
☐ 31 ☐ 32

☐ 33 ☐ 34

39 .- Trouvez-vous les méthodes actuelles plus efficaces que les méthodes auxquelles vous étiez habitué les années antérieures ?

Oui ☐

Non ☐

40 .- Quelles sont vos suggestions pour améliorer la manière actuelle de dispenser les cours pour qu'elle réponde davantage à vos besoins et votre conception actuelle des cours d'Anglais

☐ 34 ()
() 36 ()

Section 5.- Vos opinions , vos impressions et vos suggestions à propos du nouveau livre ENGLISH - AFRICA

41 .- Combien d'unités avez vous étudié avec votre professeur dans ENGLISH - AFRICA

() 1
() 2
() 3

Instruction spécifique à la question 41

Donnez le degré de votre accord sur les couples d'opinions et d'impressions exprimées sur le livre de cours ENGLISH AFRICA en encerclant l'indice qui correspond le mieux à votre position.

Il y a trois indices qui sont interprétés comme suit :

0 = neutre , ni l'un , ni l'autre

1 = partiellement d'accord.

2 = tout à fait , complètement d'accord.

Exemple : ENGLISH AFRICA

- 12 -

-727-

pratique (2) 1 0 1 2 théorique

embrouillé 2 1 0 (1) 2 clair et concis.

compliqué 2 1 (0) / 2 simple.

Cela signifie : English Africa est très pratique, il est assez clair et concis et n'est ni compliqué ni simple.

Ce n'est qu'un exemple. Maintenant répondez entièrement et franchement à la question. Ne choisissez qu'un seul numéro par couple d'opinion et du côté correspondant le mieux à votre avis.

41. ENGLISH AFRICA

attrayant 2 1 0 1 2

mal présenté 2 1 0 1 2

pratique 2 1 0 1 2

embrouillé 2 1 0 1 2

stimulant 2 1 0 1 2

compliqué 2 1 0 1 2

instructif 2 1 0 1 2

ennuyeux 2 1 0 1 2

facile 2 1 0 1 2

Enfantin

et en dessous

de mon

niveau

intellectuel 2 1 0 1 2

Couvre l'essen

tiel des struc

tures de la langue et

des notions qui me sont

les plus utiles 2 1 0 1 2

est très pauvre

en vocabulaire 2 1 0 1 2

encourage l'élève

à chercher par lui-même

et à travailler avec des

camarades 2 1 0 1 2

inadapté au contexte socio-

culturel Africain 2 1 0 1 2

permet de mieux comprendre

à utiliser l'anglais 2 1 0 1 2

repoussant

bien présenté

théorique

clair et concis

pas stimulant

simple

pas instructif

intéressant

difficile

non enfantin

et en accord

avec non niveau

intellectuel

ne s'intéresse pas aux
structures de la langue
et n'aborde pas toutes
les notions qui me sont
utiles.

très riche en vocabu-
laire

Encourage le professeur
à présenter toute la le-
çon aux élèves et à leur
poser des questions in-
dividuellement,

adapté au contexte socio-
culturel Africain

ne permet pas de compren-
dre et utiliser l'Anglais

N'écrivez
rien ici
S?V.P.

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

☐ 13

☐ 14

☐ 15

☐ 16

☐ 18

43 - a) Quels sont les thèmes et les sujets qui vous ont le plus intéressé ?

N'oubliez rien ici
S-728.
44 19

b) Quels sont ceux qui vous ont le moins intéressé ?

☐ 20

44 3.- a) Parmi les cinq types de leçon que comporte chaque unité, quelles sont celles que vous avez trouvées les plus intéressantes pour vous ?

☐ 21

b) Quelles sont celles qui sont les moins intéressantes.

☐ 22

45 - Quels aspects d'étude de la langue aimeriez-vous qu'on accentue davantage dans le livre pour les prochaines éditions.

☐ 23 ☐ 24
☐ 25 ☐ 26
☐ 27 ☐ 28
☐ 29

46 - Y a-t-il des choses dans le livre que vous auriez souhaité qu'on élimine dans les prochaines éditions ?

☐ 30

☐ 31

☐ 32

Lesquelles

☐ 33

47 .- Souhaiteriez vous qu'on continue d'utiliser la série English Africa les années à venir.

Oui ☐

Non ☒

Section 6 : Information sur l'Evolution de votre niveau en Anglais.

48 .- Quelle est votre moyenne générale annuelle

☐ 1

a) de l'année dernière .

☐ 2

b) de cette année .

49 .- Quelle est votre moyenne générale annuelle en Anglais:

a) l'année dernière

☐ 3

b) cette année

☐ 4

50 .- Quels sont vos numéros et vos centres d'examen au B.E.P.C.

☐ 5

a) L'année dernière

- Numéro

☐ 5

- Centre

b) Cette année :

Résultat

☐ 7

- Numéro

☐ 8

- Centre.

☐ 9

51 .- Avez vous l'impression d'avoir progressé en Anglais cette année de façon générale par rapport à l'année dernière "

☐ 10

Oui ☐

Non ☒

☐ 11

C'est la fin du questionnaire. Vérifiez si vous avez répondu à toutes les questions; MERCI beaucoup pour votre patience et votre coopération . Les résultats de cette enquête vous seront communiqués par vos professeurs après le séminaire d'évaluation. Une fois encore Merci.

JUIN 1988

.. Joseph A K O H A .-

Mr Sylvain Lourie'
Director of the International Institute
for Educational Planning

U.L.I.E.
John Adams Hall
15-23 Endsleigh St
London. WC1H 0DH
5 May 1987

Dear Director,

This is to thank you heartily for all the arrangements you made before your departure to New York in response to my letter of 11 March, 1987 about my study visit to the International Institute for Educational Planning, as part of my plan to widen the scope of my research into, and discussion of theoretical and practical issues related to my thesis on the efficiency and cost effectiveness of teacher training policies and programmes in Benin, with special reference to the training of teachers of English.

Although I really am sorry that it has not been possible to talk to you in person I'm glad to say that the alternative arrangements that enabled me to discuss with two of your colleagues Mr Dougna and Mr Ajar and to use the documentation centre facilities have been quite satisfactory.

Mr Dougna's comments on the project raised important issues having to do with measurement and evaluation of teacher training effectiveness, sampling and matching of subjects, controls of factors that may covary with the independent variables under study at the experimental phase of the research and the adverse effects of current economic circumstances on school enrolments and more generally on Educational systems in Africa.

Mr Ajar's contribution to the sharpening of my awareness of some knotty aspects of the thesis was no less valuable. Indeed from a brief and pedagogically effective account of the evolution of primary teacher training policies and programmes in Liban, we went on to discuss fundamental questions about regionalisation strategy in teacher supply and deployment, the need on the part of preservice teacher training institutions and graduates from these institutions to get rid of self-sufficiency to view professional competence and effectiveness as a life long process, the need to consider both institutions' and individual teachers' needs and gains in inservice training, the need to learn from staff development in other sectors in the conception of teacher training policies, and last but not least, questions about ways in which pre- and in-service teacher training could be integrated efficiently and cost-effectively through a more flexible approach to pre-service teacher training curriculum planning.

Besides I had a worthwhile exchange of ideas and data with one of your students, Ami Toure' from Benin on specific problems confronting educational policies and practices in Benin. I completed these insights with some theoretical and technical reading and statistical data collection in the documentation center.

May I ask you to kindly give my thanks not only to your colleagues Mr Dougna and Mr Ajar, but also to your secretary, your librarians and to Mr Ami Toure' for all the trouble they took to make this visit a particularly worthwhile educational experience.

Once again thank you very much indeed. I'll keep in touch.

Yours sincerely,



Thursday, Mar 5th, 1988.

Entering activity, Greetings by students

1) Revision, Reported Speech. Turn these sentences into Reported Speech

Tolu said; "The bird's an eagle, and eagles eat small animals"

J'm Mr A. SEWELL will say; "he likes you"

Our mother has said; "There is no water in the Pail"

Elendu says; "I will become a businessman"

Production

2) The Motivation While students are looking for the revision answers, the teacher will be writing on the board some questions related to the new lesson. these are:

1. To whom does the case belong?

2. Where does he live?

3. What is the height of this case? what is its length?

4. What are its width and weight?

5. Where is the case to be transported to?

6. What does it contain?

[the pupils do the work among themselves, when a person asks a question another one answers it. and so on and so forth

Unit 5; Lesson 2

3. Silent reading to understand the sample

4. Group Formation.

5. Instructional Procedures

Shopkeepers → 1st case

Chemists → 2nd two cases

Computer programmers → 3rd case

Transporters → Last two cases

Introduction

Each representative goes to the board and writes the Product of their work dictated by another member. The whole class discusses it with the common cross-checking of answers.

7) A game resulting in ringing.

Song title : She'll be coming round the Mountain (when she comes)

Note Taking

8) Home-Work : Make a small case addressed to a friend of yours. Write on it all information. A Card must follow it on which detailed informations related to the case must be written.

9) Last Song : When the Saints go Marching in.

Appendix to Chapter 9 No 2: Transcripts of a sample of class observation and microteaching feedback sessions

Transcript No 1: Control group teacher class observation feedback

Lesson : Unit two lesson 2

Focus: using flow charts

Date: 19 November 1987

School: CEM G Adjohoun

Teacher: Amadou Ramanou

Participants: 1- Trainers- Adrian Sewell (S2)

- Sebastien Allotchenou (S1)

- Joseph Akoha (S3)

2- Teachers - Amadou Ramanou (Observed teacher-OT)

- Aguessy Clement (T1)

- Ladani (T2)

- Mètonou Olivier (T3)

- Unidentified Voice(s) (UV)

Symbols: = rephrasing or changing direction of utterance.

--- hesitation, generally marked by the lengthening of last syllable or non verbal hesitation or gap to allow turn taking.

{...} inaudible on the tape or not deciphered.

X overlap of talk; -/- interruption by next speaker

(Not recorded introduction: The INSET project coordinator proposed that discussion should be open and sincere as the main objective was to share experiences and views about the teaching of the new textbook on the basis of the class observed. He also insisted on the formative as opposed to assessment nature of the class observations being conducted in the context of the project. He also suggested that each participant should use his/her turn to raise most of the points he/she wished to talk about in one go, allowing for the teacher or other participants to react to it if they wanted to. The objective was to maintain a holistic approach which avoids transforming the session into disjuncted question-answer session.

However he proposed five questions to help a guided comment on the lesson especially by the teacher who was invited to feel free to explore them and go beyond them in a general comment on the lesson. He should also feel free to contradict or argue against other participants' view of the lesson, to ask questions or suggest alternatives. He later stressed that the inspector was not there for administrative inspection but for participating in the diagnostic evaluation of participants' use of the new textbook. This would help plan an effective teacher training programme. This was a standard opening remarks informally made to the observed teachers before the class observation and reformulated more systematically at the feedback sessions with some adaptations according to the participants present at sessions. He then started asking the questions. At this point the tape recorder was put on).

1 S3: perhaps we should start by asking you to tell us what your
 intentions were when you started the class. In other words what
 3 did you want to teach this morning? What were the objectives of
 the lesson?

5 The second question of the five is: "How far did you reach these
 objectives in your lessons = in the lesson you've given today, just
 7 today? Has there been any mismatch between what you planned from
 home and what you actually did? How do you explain that? All these
 9 are part of the same question. Just feel free to explore it.

Erm--- Third question: which aspects of the = which aspects of your
 11 lesson were you particularly happy about? In other words how do you
 see the lesson standing a bit aside from it and observing yourself?
 13 Are there aspects that you feel very happy about= that you found very
 satisfactory?

15 Fourth question: which other aspects or are there any aspects that
 you didn't feel so happy about=that you felt could have gone more
 17 smoothly? Can you explain why this difficulty? And in this regard-
 and that is the fifth question-

19 Do you feel that you might need some information or even some
 practical training or observation in order to master some aspects of
 21 the approaches we are trying to encourage for the teaching of the new
 programme? These questions should help us think more correctly about
 23 a programme for the training of teachers so that next year the kind
 of things we---we do could be improved compared to what we did this
 25 year with Ken, with the CPs (Pedagogical advisers) and what they
 (the CPs) are certainly doing with you as a dissemination of the CPs'
 27 seminar. Finished. (silence for about 10 seconds then S3 spoke again.
 S2: So you have the floor.

29 OT: my first impression--- about the class is that--- the students
 are so used to ---the old system of teaching that --- I really
 31 think that they need erm--- some time erm--- to grasp erm---what----=
 what is new now in the teaching= what we are trying now to change in
 33 the method

Talking about the objectives = erm--- the objective of this lesson
 35 erm--- mainly appears to be erm--- the introduction of the expression
 "flow chart" erm--- but first to--- let them--- understand--- some
 37 of the flow charts or diagrams in the lesson, I have to let them know
 --- something about the vocabulary--- briefly because most of the
 39 time they have been obliged to use these words.

Erm--- about reaching the objective or not erm--- I think that we
 41 have finally succeeded in letting them know what---=what really is
 erm--- a flow chart.

43 Yes. The aspects of the lesson I'm--- really happy about is the flow
 chart

45 UV: Mmm

because finally we noticed that erm--- the goal is reached. They have

1 understood what I was trying= what I've been trying to convey as a
message

3 Are there any aspects you are not happy about? (rephrasing the
initial question in order to tackle it). erm--- yes euh--- about the
5 vocabulary erm--- I think that this= that has been (done) very
briefly so that maybe some of them still needed some more explanation
7 about some of the words especially to reach or to lay or to pass. Now
why this difficulty? erm--- I really think that these words are not
9 so difficult for them. What really happens is that erm--- their level
is so low that it is very difficult for them to quickly "seize"
11 (englishisation of the French word "saisir" to mean grasp) some of
the meaning. But at their level the verb to reach is not so new. The
13 verb to pass or to lead, to cross, to continue these are not so
difficult as such. So that is why I've been so quick doing this
15 without---any reference to feedbacks or the use of some more
sentences from the students. ----

17 Now Do you have=question= fifth question= Do you need = you must
need some practical practices of teaching? (rephrasing the initial
19 question) I really think so; because this kind of teaching which
is erm--- more practical than the one we are used to erm--- is
21 necessary. and--- I think some more practices such as training in
education, or erm--- the Teaching of English as a Foreign language is
23 necessary-/-.

S3: Sorry I was-/-

25 OT:... and that's why we must need some practical practices. I think
I have-/-

27 S3: The second question has not been answered (looking at the
participant next to him) {...} (inaudible response from him).

29 S3; Sorry I was absent minded in part of your presentation or may be
I haven't been really because I was trying to listen to ----

31 (the deputy head teacher came in sometime while he was speaking to
talk to S3). It seems that -/- {...}

33 It seems that you haven't stressed the point about your happiness=
the things you were happy about.

35 OT: erm---what what I'm happy about is that erm---- = I said that
finally erm--- I'm quite satisfied or happy to notice that they
37 have reached= the goal has been reached, that is, to convey what is
a flow chart.

39 S3: O.K. (looking at other participants): that 's what he said. Some
of you followed the lesson. I would like you to comment- remarks,
41 things that you would like him to improve on or something. What what=
how do you react to the class? Erm--- There is no order. I think that
43 those who followed the lesson are around= we are about six. So erm--
- I would like the teachers who have been working with him for quite
45 a long time to come in first. From outside we will say what we've
seen. So you've got the floor!

47 T1: erm--- The first remark is about vocabulary. I think the way he
taught the word is classical= I mean what we used to do. So instead
49 of spending a lot of time on the presentation of the words it would
be better to present them in a short and easy way. So taking the =

1 most of the words, for instance to continue is {...} (perhaps to the
 effect of too easy). He justified his point of view by saying that
 3 the level of the pupils is so low. Anyway taking the irregular verb
 to leave for instance should normally be known before the fifth form;
 5 and to cross too, to continue I think that we have here only two
 words to pass and to reach that could be taught really.

7 Now, when we take the flow chart. I think the explanation is too long
 about it. He could have saved time by presenting it quickly too and
 9 now spend more time on practice when we came to stages 2, 3, and 4;
 because what is important according to me is the pupils' erm---
 11 practice. When we have a pattern or a structure we should make the
 students pupils talk much. Reusing is important here.

13 So erm--- I think as far as pair work and group work is concerned. We
 don't have a real pair work or group work. Anyway that is my--- point
 15 of view. Erm--- Pupils should try to practice by pair the pattern or
 in in groups. I think that this is a kind of dialogue between the
 17 pupils and the teacher. Anyway the objectives, as he said it, have
 been clear. The teaching of some patterns and a flow chart. His
 19 contribution= because this class is a vivid one, the pupils are
 really active and I think we have been well impressed by--- (laughs)
 21 his class. So this is all I can say for the time being.

T2: In addition to that I can say that the teacher, right from the
 23 beginning we noticed that he was talking of erm---the revision
 about the vocabulary, not about something practical= may be the last
 25 lesson was about this or that--- about farming--- -/-

S3: can I have your name, please?

27 T1: Ladani

T2: X Ladani.

29 S3: Ladani.

T2: Something practical may be last time we talked about farming, or
 31 --- aviation or something like that. So the revision was just
 about some words.

33 And apart from that I noticed also that he's hurried through the
 practices in = especially in= on stage number 2 number 3 and number
 35 4. He would have devoted more time to that; and make it= and help
 pupils to speak, may be by asking one another "what do you do?---
 37 what do you do ? what have you done before coming. What---- =
 especially the the diagramm should be applied to daily life, pupils'
 39 daily life.

The next thing I noticed. is that while talking of the diagram the
 41 pupils were at loss. They were at loss. We don't know exactly what
 the teacher was driving at. It's later on when the stud= when the
 43 diagram= at the end of the diagram= of the flow chart they
 understand that the teacher= myself I think = I thought that the
 45 teacher wanted to speak of= wants to introduce a structure.
 Personally that is what I--- I think. But at the end I understand
 47 that he just wants the students to understand how to --- to ---- to
 use some patterns. And apart

- 1 And apart from that what is= I noticed that there's a mixture of
 2 tenses it starts from the simple present and ended in the irregular
 3 form went. Even the pupils themselves, they did the same thing,
 mixing up the tenses. That is all I can say.
- 5 S3: Comrade---? (people were addressed as comrades in the country at
 the time of the project)
- 7 T3: Mètonou Olivier
 S3: Mètonou Olivier. It's Just because we cant'=we shouldn't leave
 9 here without being able to call each other on the road and say
 hello.
- 11 UV: Yea
 T3: O.K. I think that the teacher repeats too much the sentences made
 13 by his pupils; and I would like the teacher to make the pupils
 repeat the sentences while he's writing on the board because we we
 15 observe the silence when he is writing on the board. And---- I think
 the verb to reach, the pupils pronounce / / and the teacher did
 17 not make an effort to correct them. And I don't know if the teacher
 plans a structure for the lesson. This is all.
- 19 S3 (looking at OT): Yea? erm--- anything you want to say from what
 people have said?
- 21 OT: No not now---- -/-
 U.V. No
- 23 S1: Nevertheless (...) (confusion to the effect of a covert
 criticism of the question. S3 felt the need to react, laughing).
- 25 S3: If he wants to react to people's reaction, Why not? (looked at
 him again to check if he really did not want to speak again)
- 27 S3: Nothing. O.K. (Looking at S1). Euh--- So it's up to us now to
 say something.
- 29: S1: Ahan!
 S3: Would you like to--- to start?
- 31: S1: umhum
 S3: Shall I introduce him? He is--- = I think that everybody knows
 33: him.
 T1: may be the new teachers don't know him
- 35: S3: Yea yea. He is Allotchenou Sebastien. He is an inspector of
 English for secondary schools and he works at the Direction de
 37 l'Inspection et de la Methodologie. Today he is here as part of the
 team for erm---formative erm---evaluation and not for administrative
 39 and--- assessment evaluation. O.K?
- S1: Erm--- I think some of the things I wanted to say have already
 41 been said.
- S2: That's the problem with people who speak last. (general
 43 laughter)
- S1: Nevertheless I would like to say that at the phase of vocabulary
 45 teaching erm--- the words at least the so-called new words were
 presented but the students were not= there was no controlled
 47 practice before you asked them to produce their own sentences. So
 you asked them straight away to --- go from recognition to
 49 production. And it caused problems for some of the words. Obviously
 some of the words were --- You know--- not really new because after
 51 four years of English, students are supposed to know words such as to

1 leave, to cross to some extent= But I wouldn't call that a waste of
 time. It is a second language and if you wanted to go through the
 3 vocabulary with them I would consider this as a sort of revision. But
 when we come to a word like to reach--- I wrote here "too lengthy
 5 explanation for presentation. Why not demonstrate?" Erm--- What I
 mean by this is that when you want to teach a new word and it is
 7 possible for instance to act it out, I think the message is certainly
 conveyed in a faster way if you can demonstrate what you want to
 9 teach them. Euh--- the initial presentation was very good. And then
 at a time you tried to demonstrate and then you said " Look at me I
 11 cannot reach the ceiling - and personally I couldn't see any ceiling
 in the class- (general laughter).

13 OT: the ceiling is missing (laughing).

14 S1: So perhaps - I'm not saying that it is the only possibility but
 15 erm--- you could have gone near the wall, stop at a certain
 distance, stretch(gesture) your arm as far as you can and say; look,
 17 my arm is too short. I cannot touch. I cannot reach because to reach
 (resorts to French) = c'est dans le sens de atteindre, C'est ce que
 19 vous vouliez dire. So it is very important if = when you want to
 teach new words, to think very carefully of the best way of
 21 presenting it. If it is possible to present= you can, you can present
 a word by using a minimum of words, by miming, sometimes by not
 23 talking at all, you know by demonstrating. That's what I would like
 to say. And eventually one of the students= you know, whatever
 25 methods you use in the class you have individuals who learn despite
 of everything. One of them came up with the model sentence "before
 27 reaching the school I have to pass the Social centre" which, I think,
 was quite good. He showed that he understood what we meant by "to
 29 reach.

Erm--- Some of your colleagues have already talked about your
 31 tendency not to always mind the sequence of tenses. And I think that
 in English = I don't want to be more prescriptive than native
 33 speakers. And in French we can mix up some tenses. You know, the use
 of tenses is more or less flexible in spoken French. In spoken
 35 English you cannot say this is= unless it is a very special case you
 cannot say this is what I have done this morning. If you say this
 37 morning your action has been dated. Then this is what I did. Whenever
 you put= you mention the date you mention the time when the action
 39 took place erm--- we have been taught (laughs) that it is the simple
 past unless I'm mistaken. So= and, you know, this could be seen
 41 even when you presented them with the flow chart.

Now when you said for instance that your objective in the lesson was
 43 to er--- to erm--- teach them or to convey what a flow chart is, my
 personal feeling is that = I might be making a mistake, I think the
 45 flow chart here is only a tool, an instrument, like a substitution
 table erm--- what is really important for your students is not what
 47 the= you don't want to teach them for instance what a substitution
 table is or what a backward builder (one of the canons of audio-
 49 lingualism consisting on drilling pupils to construct sentences by
 starting from the end) is when you are giving a lesson. But you make
 51 them use those things. So the flow chart here is necessary if you

1 want them to understand the sequence of different actions, the
sequence in which different actions occur.

3 Erm--- One of the = may I call that the shortcomings? = I found, You
know, that's something which did not depend on you. The lesson was
5 conceived that way. You spent the whole period concentrating on
exercises. That's the way the book has been designed. But you could
7 make it more interesting by bringing in the students' personal life
to some extent. As someone said euh--- when you usually wake up in
9 the morning tell us what you do. So you start, may be, from the book
or you use the book to make your teaching more realistic, more
11 communicative. So in that respect I would say that you have stuck to
the book, maybe too much.

13 And then at a time you said euh--- "O.K. Now you get into pairs. And
I said (to himself) "O.K. This is going to be a change. Up to now we
15 have had erm--- teacher -student talk where the teacher initiates the
talking and the students respond. Now erm--- the teacher is going to
17 allow the students to exchange ideas, to confront, to manipulate
things together before he tries to check what they have done". And
19 then as soon as you said get into pairs, you put a question. So they
didn't even have= that's the thing I had I don't know if I made a
21 mistake may be I might not have understood well, (this sudden
disclaimer may have been the result of the teacher's facial or
23 gestual reaction or some other participants' reaction)= You didn't
give them to erm---really get into pairs and do group work. And erm=
25 But you needed to do that because that part of the lesson which is,
I think Unit= section 3 of unit one is, I think, is based on
27 exercises; and it has been, for me it 's a way of may be teaching
your students how to build sentences, how to respect the sequence of
29 tenses, how to put an action before another how to say it. It is, I
would say a way of teaching structure, but not structure straight
31 forwardly as we used to do; because you said someting and you were
right. The--- the--- the purpose was the same. The author wants the
33 teacher to show the students how to to to build model sentences, to
manipulate some structure. But there we are not dealing with
35 structure we are dealing with the new orthodoxy which is notions and
functions. So I think since all the lessons have been organised on
37 ---on exercises if we want to call those things in the traditional
way, you could have organise your class in such a way that you do not
39 talk too much. You just--- come in when it's necessary to correct
things to erm--- say this and that. But if you give all your lessons
41 that way I'm sure that before you come into your class in the
morning you must have a very heavy breakfast. (laughter from
43 participants). And after the lesson you must be totally worn out.

I know that we= you said it yourself= we are in a sort of period of
45 transition. we had our old habits. We are trying to change them = to
make = to have a greater participation from our students. Because it
47 is indeed very difficult to ask students to sit there and to listen
to someone lecturing them for a whole hour. You know, myself as an
49 adult I can't stand it. That 's why I rarely go to conferences.

OT: That is worse.

51 S2: there are communicative conferences.

1 S1: X Unless. May be If you try if (general laughter)
 S1: If you want you can try. In one hour put them together organise
 3 them dfferently by having them talk to each other by doing various
 things and you will see that they will find that the hour is gone and
 5 they will not have enough. But if you are there and you speak all the
 time they will find it boring. In that respect Akoha has got a very
 7 good diagram= very good diagrams that I'm sure he will show you to
 illustrate the various kinds of interaction patterns you can have in
 9 a language class.

11 But I would say that despite that very gloomy description of what you
 did this morning I wouldn't say that it was disaster because you've
 13 got personality. You are very present in your class and may be if you
 have this information and then try to to--- to put it into practice
 15 I cannot say that you will succeed in the very first lesson. But I'm
 sure that things will improve. And you have--- you know, apart from
 17 those I would say very minor mistakes you spoke very good English and
 I think we have a native speaker here he can testify to that. All
 19 right that is= So there is no reason to feel discouraged. But I think
 you can do better.

21 S3: So Shall I now introduce comrade Adrian Sewell? (with smile)

S1: are you a comrade or Mr?

23 S2: I don't really mind?

(general laughter of approval)

25 S2: whichever you prefer?

(continued laughter)

27 S3: So Adrian Sewell is responsible for the English teaching project
 in= at INFRE and he works very closely with the CTIS d'Anglais
 29 and he has been instrumental for my research so far. Erm--- and we
 are here thanks to his support in both ways. So we should give him
 31 the floor now for his contribution.

S2: I'm learning a lot. Not always about education. I'm learning how
 33 to drive on difficult roads --- -/-

S3 yea

35 S2: X how to mend the photocopying machine without a technician.

S3: yea (laughing).

37 S2: all sorts of skills. Erm --- In a way I don't know what to say
 at this stage. Such a lot of interesting things came up. And I
 39 thought= especially from the teachers here who came up with a lot of
 intersting ideas, things we would have brought up anyway. But you
 41 brought up first. So this= I think this must mean that as teachers
 you work together because you seem to have interesting ideas
 43 together. It is = it seems to me that in a place like Adjohoun you
 must feel a bit cut off so you've got to be mutually supportive
 45 because you can't always be sure that you'll be able to get to
 Cotonou or Porto-Novo or to have contacts with people outside of
 47 here. Am I right?

T1: yea. But every two weeks we come to Porto_ Novo. All three of
 49 us have our families in Porto_ Novo.

S2: So you come to Porto-Novo.

51 S1: Aguessy you are the A. E (School subject adviser). So I would
 assume that you meet very regularly.

1 T1, OT, T2 : X yes yes
 T1: we meet on tuesdays to discuss a few things.
 3 S2: I 'll try to say a few things. But it's very difficult because
 such a lot of things have already been said. Erm---
 5 S3: Don't worry repetition makes reputation.
 S2: Haaan----! X (general laughter) X Also I can't= I find it
 7 difficult to read my notes. It seems to me
 that at the beginning it was going to be rather a traditional lesson
 9 from= in a way a bit like most of the lessons I've seen, not recently
 but before we started the new book. You know, the traditional
 11 presentation of vocabulary. I= While this is one way of exploiting
 vocabulary = I'm not saying it's bad necessarily. But it seems to me
 13 that there's one element of this that always goes wrong. I think
 Allotchenou alluded to this. You get the students to recognise the
 15 new vocabulary, you get them perhaps to repeat chorally as a class
 or you did by roles . But at that moment you assume that students can
 17 make sense of this, but they can't. They need some controlled
 practice between the choral repetition and a totally free practice.
 19 Otherwise they find it very difficult to make good examples. And= so
 if you're going to adopt that traditional way which is certainly one
 21 way of doing vocabulary I think you have to think of ways in which
 you can generate examples with a little more control before you say"
 23 come on make examples. I don't think you can say "here is a new word.
 This is what it means. Repeat. Now make examples. If it really is a
 25 new word they haven't got enough information and practice to transfer
 the repetition to the whole world, the whole outside world which is
 27 so vast---- So It's just a problem in passing but, I hope that when
 we get to Porto_Novo we'll look at all the different ways in which
 29 you--- could deal with vocabulary. It seems to me to be not one way
 but many ways. And so perhaps we can talk about that later, not not
 31 now.

ERM--- I've seen lessons--- now--- based on the flow chart several
 33 times. Although I've never taught the book, I= each time I think a
 little bit about what a flow chart is. And You said your objective
 35 was to explain what a flow chart is. Well, I think that is---
 certainly one objective. It seems to me that the author of this book
 37 certainly thinks that flow charts will be important, not just in
 English but also in other areas as the students progress in their
 39 studies. It seems to me that flow charts in English, presumably in
 French too, erm--- describe processes, very often technical,
 41 scientific processes. erm--- So in in order for, let's say , iron
 ore to come out the ground and eventually become a knife or a piece
 43 of machinery---- will involve a whole series of processes, and
 sometimes it is difficult for students to understand those
 45 processes if they are written in a paragraph. It's easier to do it in
 a visual form. So you see that the iron is mined as ore and then it
 47 is collapsed and something else happens to it and eventually it
 becomes a piece of machinery. So I think possibly one of the ideas
 49 to help students in the future to follow scientific texts in a visual
 way. Also these days in England if you have to fill in forms you have
 51 to understand a flow chart. I filled in a form, an English form the
 other day for a new passport. And what happens is that you follow a
 53 flow chart when you get to a certain point where it says erm-- "

1 where you born in Great Britain? If not immediately go to question
 14. And you follow an arrow to go to 14. Now, if you've never done
 3 that before it might be a bit difficult. So the implication is that
 you're teaching skills and you're teaching English. ERm I think that
 5 at this level the actual concept is quite simple because they're
 dealing with routines. So I think that probably the main idea at this
 7 stage is to deal with the simple present, perhaps the simple past but
 not to mix them up, and to use words on either side which connect
 9 the actions like after, for, then. So it's really quite grammatical.
 and the danger with an exercise like that which is very
 11 grammatical is that after a while students get bored. And I found
 part of it a bit boring. I found it was almost like erm--- = what do
 13 you call that? Chart? Substitution tables. It's a bit like a
 substitution table. But you think flow chart is perhaps modern =
 15 but if you substituted flow chart for substitution table you
 wouldn't be doing any thing very different except perhaps you
 17 wouldn't be encouraging pupils to add their own words like before
 after etc. Erm--- So I Think perhaps you've got to find ways of
 19 making that more---- interesting.

One way of making it more interesting would've been to get pupils
 21 working in pairs. If you set up pair work and students know what they
 have to do first, they are practising much more because they can talk
 23 simultaneously each pair can be talking while other pairs are
 talking. So you'll get much more contribution from the class. So if
 25 there is one major criticism it was that you worked too hard, you
 talked too much you **taught** too much and the students didn't learn
 27 enough; because you were in control too much and you didn't--- really
 allow them or give them the opportunity to practise--- right?
 29 (looking at S3)

S3: O.K. I think that everything has been said. I just want to add
 31 a few things to round up this feedback session. I must first of
 all thank my friend Ramanou (...) = I have had the impression that it
 33 was a well planned and a well prepared work. It was a very lively
 lesson and I found it quite interesting by audiolingual standards.
 35 Unfortunately things have been --- not changing too much, but
 we've been trying to bring some some new ideas to make life easier
 37 for us. And that may be erm---part of the weaknesses that we might
 see in in the lesson and that could be understood quite easily
 39 because of the time, because of the newness of the whole thing.

What I woud've liked to to speak about if I had had time was to say a
 41 few words about language improvement, a few words about interactions,
 and just a few words about objectives. I would drop the language
 43 improvement aspect because I found that he is perfect apart from some
 mistakes that can be explained by the stress and the pressure of the
 45 moment. I think that in normal situations he would have done quite
 smoothly.

47 Erm-- About objectives before I speak about interaction patterns it's
 not always clear what a lesson objective is. And that is something we
 49 might need to think about more closely during one of my visits here.
 Let us take the example of this lesson today. A flow chart, actually

1 when the author was doing that, his problem was not to show the flow
 chart it is in the linguistic aspect of it. The aim of that is to
 3 help students transfer information from one form to the other; to
 transfer information from a diagram form into a literary form; and
 5 maybe vice versa, from the literary form into the diagramm form. that
 = it is = in lesson 2 it is a communicative exercercise. but it is
 7 also a communicative writing exercise, so to speak. So the objective
 of the lesson is to help students transfer information from a diagram
 9 form into literary form using their own experience and at the same
 time to do the contrary by seeking out themselves their own ideas and
 11 putting it into a flow chart. The second objective of this= and that
 has been alluded to by erm--- by Sewell is to help them think because
 13 these things are what psychologists call mental maps (emphasising the
 concept in French)= des cartes mentales. They help you bring your
 15 ideas, pull your ideas together and know exactly where you're going.
 So that is a spin off of the linguistic objective. It helps them
 17 orgamnise themselves more scientifically. And that is important as
 an objective. But the the linguistic objective erm---- is is is clear
 19 but it as not been stated in the book or in the teacher's book, May
 be we need to explain these things as a way of improving on the
 21 teacher's book later on. So that is important.

The other thing I would like to to stress is the question of
 23 interaction. He (looking at S1) has already discussed this and I
 wouldn't = we don't have time to give diagrams or things like that.
 25 But I would just--- (end of tape but to the effect of suggesting
 some ideas on ways interaction patterns could be varied during a
 27 lesson according to specific tasks or stages in the lesson, with
 more opportunities for student- student interactions but including
 29 also the teacher-whole class or teacher- individual student
 interaction which were the only patterns in use in Benininese
 31 classrooms.)

Transcript NO 2: second sample of control group teacher class
observation feedback

Lesson: Unit two Lesson 2 and lesson 3

School: Leon Bourguine

Focus: using flow chart related to passengers' actions at airports.

Teacher: Zinsou Agbagnigan)

Date: November 1987

Participants 1 Trainers: - Sebastien Allotchenou (S1)

- Joseph Akoha (S3))

2 Teachers: - Observed teacher: OT2

- Venance Agboton (T4) (pedagogical adviser in the school)

Symbols : = rephrasing or changing direction of utterance
 _____ hesitation generally marked by the lengthening of last syllable or non verbal hesitation or gap to allow turn taking
 -/- interruptions
 {...} inaudible on the tape or not deciphered
 x overlap of talk

1 S3: (non recorded introduction to structure the session as in transcript No1))

1 OT2: First of all I would like to ask if Mr Allotchenou has something to say, because throughout the afternoon he has stayed with us.

3 S1: Yes. But the normal procedure is that my intervention comes afterwards. {...} It is only fair to give the teacher who was
 5 giving the lesson possibility of -/-

OT2 ... to assess himself

7 S1: Yes; of expressing himself. you know, to speak about his
 =, what he thinks he was doing in the lesson, what was his
 9 objectives in the sense of (inaudible).. Don't worry. I will speak

OT2: I think I will now start, start then. Well! The first question
 11 is what were my intentions while preparing the lesson. My
 intention is erm--- to make the pupils understand that everyday at
 13 all we do the same actions, and that is the flow chart, which is the
 objective of my lesson. We already began Unit two in our class.
 15 During the previous lesson I explained to them somehow what a flow
 chart is and we worked on it. Good! Today I was intending to carry on
 17 in that frame of mind, and all the while to show them that the
 organisation of the airport and the procedure through which a
 19 traveller had to go to is somehow a flow chart. He has to follow an
 order of things. For instance he has to register himself, make, erm,
 21 have his passport checked, go to various stages before erm before the
 planes. O.K? That was my intention, to link the flow chart to the

1 sketch we were about to see today. That was my first intention while
preparing my lesson in the privacy of my {...} (laughter).

3 How did I manage to reach that objective? Your questions were well
focussed, they were well planned they are ready made questions. A
5 thing is to prepare a lesson, and another thing is to, to give it, I
mean to teach it, to teach the lesson, if you may. Well as you have
7 noticed, when I began I asked a boy the time on which he woke up this
morning. O.K? And a boy called Boussa gave me the answer. I called
9 him by name. O.K. erm, you know, just to--- erm, if you call someone,
a boy by his name he regains= he collects himself. Erm--- I think he
11 is motivated one way or another. And that boy Boussa told me he woke
up at 7 o'clock. Then I asked him what he did next. O.K? And he told
13 me he washed himself. Well, I didn't want to keep him so I asked the
other pupils what they did after that. One by one I tried to collect
15 the answers and I put those answers on the blackboard. in form of= in
infinitive form. They expressed their actions, the various actions,
17 in the past tense. But I have the answers in infinitive forms. From
that I build a flow chart on which we were supposed to do the next
19 exercise. After having that on the board, then I told them that we
are going to do exercise B. O.K. So I'm telling how I proceed to
21 reach my means (he perhaps meant his objectives). So we started the
exercise. I think, well I can already answer the question about the
23 aspect of the lesson I didn't enjoy.

Erm, At the beginning I didn't enjoy that because, perhaps, I don't
25 know, perhaps your presence has affected altogether the boys and I;
and there, there, there was a little, a little moment of inactivity,
27 erm, which I don't know of my boys, most of the time when we began we
began, erm, warmly. But first of all they don't react. I, I don't
29 enjoy that, because it seems something is wrong; because that is not
the, the usual way, you see? When we start we start. O.K. But little
31 by little, things were settled down. And I started having their
reactions; and we carried on on that speed up to the moment I had to
33 switch from the exercise to the text. O.K.

Erm, The aspect I enjoyed is when we started the lesson, erm, the, I=
35 the way I introduced the, the class, the way I asked them= for
instance, I called a boy, I said: " If you want to go to Cotonou, how
37 do you manage? How do you manage? How will you reach Cotonou?" And
he gave me answer that he go to= he regularly goes to the bridge. I
39 said: " Why?" He said " to take the bus" From that we started ___ I
made a corresponding, this thing=connect to bus stops, this
41 thing___. I enjoyed that.

S3: was it a vocabulary lesson?

43 OT2: That is, a vocabulary lesson

S3: On on on the text.

45 OT2: On the text. Vocabulary that erm, point out that, erm, vocabulary
about travelling, travelling vocabulary, that is. What I usually do is
47 that when I have a vocabulary I don't write on the board, board
vocabulary. We started with something trivial. And little by little
49 we clear the way, we go to, erm, serious matters. O.K? And it is when

1 they are going to write that I say well, there are the vocabularies
 we need to understand the text and it is at that stage that I myself
 3 I check what I've done so far, what I've written. You know, when you
 are speaking with the boys, I can, you have = you have a fixed idea,
 5 and you write something that may not be correct, and you cannot = you
 may not notice it. It is when= it is at that level that I check what
 7 I've written and after that, I tell them to copy it down.

O.K you asked me also a question about the aspects of programme, the
 9 new teaching programme on which I would like to have more
 information. It is the teaching of vocabulary. It is the teaching of
 11 vocabulary. The teaching of vocabulary is somehow important because
 that is what enables the boys understand. And at times, you may not
 13 have erm, how to say? the materials, all the materials needed. At
 times one is obliged to make, erm a mimmic, a pantomime and that is
 15 what I'd like. Vocabulary is a part of the programme which I'd like
 to have more information. According to me that is the most important,
 17 most important thing, because structure= we can deal with a structure
 in many ways; you can write a sentence on the blackboard, and then
 19 from that develop the whole structure. But in so far as vocabulary is
 concerned I think that is the point in which I'd like to have more
 21 information. I don't know if I've answered your questions. Perhaps
 there may be some details on which you would like me to be more
 23 precise.

S1: All right, first of all--

25 OT: X There's another thing too. At the beginning what I observed,
 as I've already told you, Venance comes from time to time to attend
 27 the lesson. Most of the things, most of the remarks he usually makes
 is that I use too much time at the beginning of my lesson. to make
 29 revision. I spoke too much on revision

S1: So today you revised then

31 OT2: oh! I revised, I revised. After introducing the chart I said:
 "last time we already had a lesson about flow chart. and today
 33 we're going (...). I revised one way or another. And at the level of
 vocabulary too I revised. I revised erm, after, erm___= they build
 35 the various stages, through which one had to go to travel. Well, I
 told=I recapitulated that we've already seen something about airport
 37 and that this and that have occurred. I think it's not my way of
 coming and I say: " Last time, what did we see last time?". No, no
 39 it's not my way. I take a thing, I take something, I throw
 something, erm___ (laughter); we discussed it and after that I say :
 41 "Well___", and I made the connection. That is my way of doing things.

S1: (...) (but to the effect of asking S3 to make his comments.

43 S3: go ahead, go ahead.

OT2: Perhaps he is securing the last bullet to kill the___

45 (laughter)

S1: Our purpose is not to kill any bird. our purpose is not that--

47 OT2: X I know. I know It's just to ease the atmosphere, yes, the
 atmosphere (laughter)

- 1 S1: But the atmosphere was not even tense. That's very relaxed as far as I can see.
- 3 S3: I followed the lesson, and it is one of the liveliest lessons I've followed so far. Erm____ I've visited about 14 schools now, and I____
- 5 {...}. But this erm____ = I'm particularly happy about the enthusiasm of the teacher and the way he tried to instill this enthusiasm onto
- 7 your students. That was visible in the way you were reacting, the way they repeated in chorus, your explanations, and particularly your
- 9 {...}

The other aspect I was happy about is the way you brought them from the flow chart to making sentences about the flow chart. But I was not particularly sure if you yourself had understood the importance of this transaction from the flow chart to the sentences; because the actual purpose of this lesson was to help the students to make a transfer of discourse from diagrammatic form to a prose form, and vice versa and this will help them get, and show competence in writing. That is= and that was important.

S1: Eh! Akoha At this stage can I erm____ put you a question?

19 S3: Yes of course

S1: Would you say, for instance, that a flow chart is a devise, you know, just like a substitution table? Or does it have anything more? I mean, the scope is not the same, a flow chart is not exactly a substitution table, but do you use it just as a tool or is there anything else in wanting to use a flow chart?

25 S3: Erm____ a flow chart is not considered as a substitution table. It may be used-/-

27 S1: X It's not what I said. It is **not** a substitution table. But I'm asking whether it can be used as devise, as as, as a tool.

29 S3: Yes it is a tool. It is a tool. It is not= the objective is not to show pupils what a flow chart is or have the word flow chart. It is just a tool through which the teacher teaches language by helping students to make = It is a sort of guided composition exercise, where you check whether or not it is possible for the students to transfer what is in more or less schematic form into a more language, prose form, where they are using the language. The advantage of that, apart from the linguistic aspect is that it can help students to develop the capacity to understand in a very quick way the whole image because they represent a mental map of a reality, of activities which help you think. It is a way of sorting out and ordering your thought in a schematic way so that from there you can sort of sum up a whole story in a flow chart, you see? in a diagrammatic form. And from the chart we can reconstruct the the story in in a language form. The advantage of that is that we are trying to develop the skill of information transfer from one form to another. It is very important in this area____ this era of computers and computerisation that students should be taught to schematise their thought, and that is the extra linguistic advantage of the flow chart, to help them sort out their ideas, their programmes. That is what I can say about

49 it.

I would say that it could be used as a substitution table, or understood somewhat as a substitution table, erm____ if alternatives were offered that should be replaced; but in most of those charts

1 alternatives have not been offered, but sentences are put in, in a
 sort of telegraphm, telegraphic form and they can now make full
 3 sentences adding things from their own lives using connectives and
 things like that. So, that 's what I know about it.
 5 Erm, to come back to my comments I was not so___ -/-

OT2: well. a minute, What do you think about the occurrence of the
 7 order of the , of the flow chart. Does it matter? I mean, the
 order; what about the order? and___

9 S3: It matters in so far as it helps you to think logically. For
 instance if the boy says: " I brush my teeth before I wake up "
 11 that___

OT2: It's not normal. it's not normal. Even today I think I opened a
 13 bracket about it because a boy said he washed himself, he got dressed
 and then he washed his teeth.

15 S1 That's possible

OT2: Yes, and I said ah! everybody has his own way of having
 17 things___ -/-

S1: organising , organising early morning activities (laughter)

19 OT2: It's possible but what is not possible is what he said
 (looking at S3 {...}) and my intention is, or my objective is the
 21 order in which a flow chart occurs. And as he said you___ this thing,
 your___

23 S1: Cannot brush your teeth before waking up. hein___?

OT2: I I waned you to have, you know, erm___ a logic of the
 25 organisation

of___ the___ , it was what I was taking my, my {...}

27 S1 that's one of your objectives in using the flow chart.

OT2: Yes that's what I, I think about it.

29 S3: So if I may carry on I could say that-/-

OT2: after this technical or extralinguistic aspect of language for
 31 instance , well, I, what I view in teaching hein? is communication;
 most of the time I want communication that's the aspect of flow
 33 chart, may be -/-

T4: concerning the word flow chart. It is the first time I have seen
 35 it, since I'm not teaching this level, seconde level {...}. It's the
 first time I have seen it. I was not at ease, when he began the
 37 lesson using 'flow chart'. I was wondering what it is when he began
 explaining and trying to give an order, I began to unsderstand, I
 39 began to understand. erm___ the word flow chart. But I was not at
 ease at all at the beginning of the lesson.

41 S1: that's normal

OT2: It was as if I had landed on an unknown land

43 T4: I was not at ease at all. Yes.; and I was wondering if the pupils
 would understand it, if pupils would understand it, and I realized
 45 that they understand; **they**, they were accustomed to using such a word
 before the lesson of today. Otherwise they won't follow the lesson
 47 properly.

OT2: Any way quite, erm___ I make a connection with the lesson and
 49 everyday life. I said: " everyday at all must life flow erm___ our
 life flows like a river. O.K. It is something, erm___ it is a
 51 stream, life is flowing, I don't know if-/-

- 1 S1: Well, the image may be questioned and euh_____ what do they call
it? in geo_____ logical terms when you say that the river flows, is it
3 the same water which flows everyday? (laughter)
OT2: No it's not the same. But_____ that's not philosophical.
- 5 S1: No I was saying this just to, to, to (...) O.K. You (looking at
S3) were_____
- 7 S3: Now, there are aspects I was not so happy about. But before that
one or two good things again. You have a fairly keen sense of
9 checking your writing on the blackboard, which is a very good thing.
We should always check it; if possible not only check it afterwards,
11 but control while writing
OT2: yea!
- 13 S3: That's important because if students write mistakes in their
copybooks, they may not be able to listen to you when you are
15 correcting it, erm_____ I was also very happy because you have the
necesary humility to recognize mistakes and come back to them. There
17 are some people who find it very hard; and that is a quality; we must
cultivate it and achieve_____
- 19 Now as far as some points which might be improved upon are concerned
I can mention three. The first is the amount of teacher talk compared
21 to students' talk. It seemed that you spent most of the time to talk
while students talked very little. You know English already. They are
23 the ones who need practice. They are the ones who need to demonstrate
their skills, and that is very important. How can we get them to speak
25 so that you speak less and work less in terms of actual teaching, but
organising and setting up the activities and the class in such a way
27 as to allow them to use the language, practice it, and get into= get
to grips with with its difficulties. And for this, a tension is
29 created(...) (but to the effect of "for learning ") in a more
profound sense; that is what I think we should aim at. How do we do
31 that? We do that organising patterns of interaction that induce in
the classroom_____. What we saw today is a full teacher controlled
33 teacher dominated and teacher centred class, where the teacher is the
be it_____ you see? you see what I mean?
- 35 OT2: Yes I do see.
- S3: He was everything. You see? He was the be it and the end it of
37 everything; so he was at the beginning, in the middle, and at the
end. There was no opportunity for any student whatsoever to initiate
39 any question, let alone interact with each other. There was no
interaction, no opportunity for student to work in groups, or even to
41 work with each other at the same table. There was no opportunity for
them to actually initiate any discussion in the classroom.
- 43 OT2: I agree,. I I understand (...) (to the effect that what he was
doing was wrong).
- 45 S3: No we will not say that what you did was wrong. It is something
that you might want to (...) What I was aiming at is to show you
47 that there are other possibilities (...) (, squeaking of tape). When
you have presented the flow chart you could ask them to work in pairs
49 to make sentences describing their activities in their own time. And
they would have come up with descriptions, sentences describing what
51 have been written in flow chart form here. you see? So they would
transfer this informatin from a diagrammatic form to, to _____
- 53 OT2: Ahaan_____ !

1 S3: You see what I mean? And for instance we say Folabi leaves her
house and before she proceeds she has to cross the road. And that
3 would bring a conversation and a contribution of ideas and that would
bring about a real discussion in the classroom. So they would come up
5 with a number of sentences that are more or less correct and each
group would have done that. Now they exchange pairs or they can
7 bring some chairs close to each other and compare their answers,
and____ you ask now some pairs to come, to come to the blackboard.
9 The other group would be talking. They are doing the whole job,. You
are checking. you are just controlling, and monitoring it and that is
11 easy to do; and that would be profitable to the pupils because they
would have learnt a lot more than what actually happened in the
13 classroom where one or two say something and the teacher actually
does the whole job for them. Erm____ Allotchenou has a very, erm____ a
15 sort of pictorial image____ of expressing it to say that you were
spoon feeding them Is it that?

17 S1: Yes

S3: There is what____. An advice. Even at this vocabulary stage when
19 you were dealing with airport and things like that, the travel
vocabulary. You could just divide the class into groups and jot down
21 a number of words relating to travel vocabulary .

OT2: That is.

23 S3: This group will work on vocabulary you need for train, for
travelling by train,. You (designating an imaginary group of
25 students) you work on the vocabulary you need for travelling by foot,
or____ and so on. That is a technique I attended in Brighton, at
27 IATEFL when one lexicographer came with a number of ideas to teach
vocabulary; and he was building upon the students' knowledge. Instead
29 of you, teaching the vocabulary, you ask them what they know and you
divide them into groups, they jot down ideas, they compare, they
31 correct and at the end they put them on the blackboard, and there,
there now you can deal with what they don't know, and continue and
33 explain what is really needed for them, so that=

so these are possibilities of working in pairs, in groups, and making
35 students really take responsibilities for their learning. It's true
that we are used to to erm____ giving everything to the students, and
37 thinking that the more we teach the more they learn. But in this new
approach, we are trying to make you see that the more you teach may
39 be the less they learn because you have to teach, not the lesson, but
how they can learn by themselves; that is what the whole teaching job
41 should be about these days.

OT2: For instance for the flow chart . How many minutes should I,
43 how many minutes should I spend for instance?

S3: Five minutes in groups; because if it is too long it becomes
45 boring; they start shouting or____ and ____ or making noise, and you
won't solve anything. But in five minutes they may not have finished
47 completely but if you do that it would at least____ How do I call
it?____ set their mind out, and they start= there is tension, a
49 desire to know which will generate and focus their attention on____
more than taking them as blank sheets to fill in (...)

51 OT2: eenhen ____ What I have realized for that particular class is that
it is not a class which is normal, erm____ I mean they have no
53 incentive. there are three or four that are average , and they are

- 1 satisfactory, satisfactory, I mean, they react satisfactorily . But
the rest erm____at the beginning _____
- 3 S3: I think I would leave Allotchenou to take that aspect. So I've
finished.
- 5 OT2: Yes well, at the beginning that class, they do not work in
groups. If young tell them to get together and work it degenerates in
7 noise and I have to say shut up ,shut up and most of the time I
interrupted.
- 9 S1: Yes. Personnaly I think that this is normal. If they are not=they
have never done any pair work or group work before you cannot expect
11 them to do things in a satisfactory way the first time you are trying
it with them.
- 13 OT2: Yes , secondly I was, You know, struggling with the time
S1: It's normal. The whole problem is that you should= I think that
15 you are trying to , to apologize. You don't, you don't need to
apologize for that. Whoever gives a lesson there are bound to be
17 a____ erm____ shortcomings. So I don't think, there is no need for
you to feel guilty or anything of the kind. You, you= our purpose
19 here= we have not come to inspect you and to give you a mark, but to
see how the book is being taught and may be we came to exchange a few
21 ideas with you as teachers so as to see whether things would be
improved on.
- 23 I would start my talk by elaborating a little bit on an idea that
erm____ Akoha had just expressed erm____. He said that students must
25 take responsibility for their own learning. Erm____ What happens most
of the time in our country here is that we believe that since we are
27 teachers and that we are paid for a job, we go to the class and we
teach; and not everybody is, I would say, attentive enough to see the
29 result of the teaching , which is dangerous; and what we have at the
end is that most of the time we have students who do not follow and
31 we say: " well, I did all I could, and look, I've given them a test
and they cannot even write this". And most of the time we assume that
33 the responsibility lies totally with the students. My personal belief
is that if students do not learn it is the responsibility of the
35 teacher because in some situation you do have students who learn
without, without any teacher. If you put them in an English
37 environment they would certainly develop their own strategies for
learning.
- 39 OT2: That is.
- S1: And they, they wouldn't need any teacher, at least speaking
41 formally. Nobody would take them in a classroom and tell them do
this, do that. And one of the advantadges of being convinced oneself
43 that students should take responsibility for their own learning is
that you plan your work in such a way that you do not come out of the
45 class totally exhausted, which means that you are a manager, you
monitor erm_ teaching and learning in such a way as=that students are
47 actively involved. And he has alluded to pair work, group work
information gap and oracy, and the thing I would add personnaly is
49 that you have very good qualities; you do have very good qualities
for being a teacher. The only problem is that you are not informed,
51 that's all. And as far as I know you have not been through any formal
training for teaching. Have you?
- 53 OT2: Yes I have. In Lomé. Institut National de l'Education.

- 1 S1: How long ago?
 OT2: Three years.
- 3 S1 And it was X based on TEFL ? (X with OT2 trying to answer before
 the question is asked). Then we may, may be question how recent the
 5 information people had for TEFL_____ whether this information was
 recent
- 7 OT2: Very recent, because when we did it it was, I think 79 to 81. I
 did it from 71 to 81.
- 9 S1: 71?
 OT2: (rather) 79 to 81
- 11 T4: 79.
 S1: 79 to 81. __ yes but I can tell you that between 71 and today a lot
 13 has been written in the field of English Teaching and I'm not
 criticising people, but what happens is that when you go to most
 15 training schools, they just give you receipes...
 OT2: X I see.
- 17 S1: ...You know how to behave in class; how to do this, and that
 without giving you, erm_____ the philosophy, the ideas lying behind
 19 the practice which is important.

Now when we come back to your lesson, you know, I was just making a
 21 general remark, you've tried to erm_____ erm_____ do some kind of
 revision: wake up in the morning, wash one's face, wash onself, get
 23 dressed , trying to link up those actions, which was very good. And
 then at certain stage you asked your students, well, actually you
 25 spoke before about flow chart, you know, you asked them to open their
 books on page 11. And then you, you read the instruction. I believe
 27 that whenever, when there is a single opportunity for you to rest and
 make your students talk, don't miss it. I believe personally that the
 29 instructions could have been read by the students; one of the
 students. For that you can choose one of= who is= who has very good
 31 reading= who reads well. / you know, you ask him to read erm_____ the
 instruction out.

33 OT2: I see

S1: Yes. And then you were, you know, very impatient when one of them
 35 start speaking about the representation of the flow chart in the
 erm_____ the past you said " No, I want sentences in the present",
 37 which was good. You know, you had a clear objective at that stage.
 Erm_____ but when you were (...) At the time you asked many students,
 39 you know, Folake leaves her house erm_____ -/-

OT2: They can do other sentences with this.

41 S1: ...crosses the road, meet Ngozi, turn right, and then reach the
 school. And then the purpose is asking students to make up their
 43 proper sentences or do you want something different?

OT2: Well, what I want is erm_____ to use, to give other sentences
 45 with the same chart, I mean they have to change for instance euh,
 euh, what do we call it, a preposition, in her father's room. We
 47 have= AI want them to change_____ -/-

S1 And then for a reason or another you, unless I'm mistaken,
 49 nothing was said, erm_____ number two how Ngozi spends saturdays, how
 Onuna practices, for the football match. Chioma, explains to a
 51 stranger how to reach the library. Did you leave those on purpose?

OT2: Yes. I leave them out on purpose, because, here we have already
 53 done something about what a man doesn't do on saturdays, and

- 1 what he does on school days. Ok? And we have already more or less,
the same image of chart here. I was intending to do the four of them.
- 3 But when I asked you how many hours are we going to to spend and you
said one hour, well, I decided -/-
- 5 S1: You have to leave out certain things
OT2: Yes I decided
- 7 S1: to stop there
OT2: Yes to stop there and deal with the text too, to introduce
9 vocabulary teaching. I know that if I introduce vocabulary teaching I
will have opportunity to have information from you about it. As I've
11 already said, vocabulary teaching is somehow one of the stages that I
value worth knowing things about.
- 13 S1: Well, erm____ alright. And then you had a very good transition
when you said for instance that man repeats the same actions
15 everyday. It's alright (to S3 who was examining if the tape was
still running) If you want to go to Cotonou, how you managed? erm____
17 I think the question was, may be, too broad. You could have asked :
"If you want to go to Cotonou for instance do yo walk there?"
- 19 OT2: I see
S1: Because when you if you say how do you manage, how? When I don't
21 have the money or what is it?
S3: It was too general, There was a need to be more specific?
- 23 OT2: Yes it was too general.
S1: There was a need to be a bit more specific?
- 25 OT2: To go through stages.
S1: Erm____ O.K. You had quite good answers; You know, your students
27 were people who wanted to participate. Only that there was some
words I do not quite agree with. You were making erm____ mistakes.
29 you don't say / / that's / /.
- T4: Do you know any swimmology (recalling a popular text in
31 EFSA 3e in which canoe was used quite a few times)
- OT2: I said.
- 33 S1: yes that's Erm- (reading his notes) "You want to go to
Congo what do you need? Passport and then you wrote pass port in
35 two words .
T4: It's one word.
- 37 S1: And even the second part of the word Ports with a capital P. That
was definitely erm____ And then=I want to say something. Well,
39 it was good. They discovered passport, birth certificate. And one of
the students used the word baggage, but with a strange accent and
41 your treatment of that student, I think it was a girl, was____ was not
very harsh but I believe that it could have been better, because if
43 you don't know, if you are not careful in your handling of your
students, there are people who get hurt very easily; and because you
45 will have hurt her, not, may be on purpose, next time she might not
want to speak. And then I found it a bit surprising when you said for
47 instance, Miss Oshoffa and in the same class you have Chantou.
(laughter)
- 49 T4: Too much familiarity.
Miss Oshoffa is erm____
- 51 S1: Are you____ ?-/-
S3: You haven' got his point. His point is Miss Oshoffa is too
53 formal and Chantou is too informal.
S1: It might be. I'm not stating it. But it might be, it might be

1 too familiar
 OT2: Aah! I see
 3 S1: Or, you know, some people might jump to conclusions
 OT2: I think erm___ Venance too has already___, Venance told me to
 5 erm___
 T4: And pupils were talking and I told him so.
 7 S1: Unless, unless she is called Chantou by everybody, by everybody
 else
 9 OT2: Anyway, his, comrades, erm___ her comrades rather, call her
 Chantou Chantou. My intention was___ -/-
 11 T4: It's too fanmiliar, too familiar.
 OT2: ...You know, well, you know, my, my intention is at the
 13 beginning= is to play their games. You see? By calling them by their
 particular names, those names, erm___ I want to be= to liaise with
 15 them so that they will be at ease.
 S1: That's very good; that's a very good idea but___ if all her
 17 comrades call her Chantou it's alright. I'm not saying that, in case
 there is (laughter) a very special relationship between you and her,
 19 if you are not careful then people might___ -/-
 OT2: jump on conclusions
 21 S1: Yes
 OT2: O.K. I see
 23 S1: Because, you know, there are things that cannot be hidden. You
 can hide them for some time, but not always, O.K.
 25 OT2: Erm___ For that point I think I have my hands clean
 S1: O.K (laughter) . On the other hand when we come back to the
 27 word baggage, I think it does exist.
 OT2: A baggage, Yes___ But she tells it with a French accent
 29 S1: A French accent. Yes, But, you could have asked somebody else to
 say it in English way and make her repeat. But you just, you
 31 know, told her to sit down.
 OT2: I think, if someone=if somebody can, if someone can-/-
 33 S1: They gave you the word luggage, it is as if baggage was___ to be
 totally ruled out
 35 OT2: Erm___ I see, my, my intention is to teach 'luggage'. It is
 'luggage' the word I want.
 37 S1: Yes, but why not tell them that 'baggage' is also possible
 OT2: Ahaa! I see
 39 S1: Unless there is a specific difference
 OT2: aah! all right.
 41 S1: And then we come to the reading. Erm___ in the reading you
 talked about___= now, even in the, the way you, you used
 43 luggage= you have many luggage. I would believe that erm___ when you
 are travelling at the airport with a suit case or two suitcases,
 45 erm___ a handbaggage or two handbags, all those things constitute
 your luggage.
 47 OT2: yeah, yeah
 S1: Or Am I mistaken in your understandings of the word?
 49 OT2: For me, luggage is collective and it does not take= its plural
 form does not take S___ because it is the total amount of what
 51 you have.
 S1: O.K. Sorry, but judging by the way you spoke about it, one would
 53 believe that___= O.K. a suit case may be a luggage. But the
 collective aspect of luggage has=was not obvious in your lesson. O.K.

- 1 OT2: One____ Oshoffa said 'many'. I said 'no, rather a lot of '.
- S1: You even said many luggages
- 3 T4: At the time he corrected himself.
- S1: Yes. I'm not blaming you for that. It can happen to everybody.
- 5 And then for suitcase you said / / that's / / .
- T4: eenhen! he said . Erm____ -/-
- 7 S3: (as a joke about the pronunciation quarrel to release the perceptible tension) a suitcase must be a sweet case
- 9 T4: (unaware of the joke and its purpose). No no no he said a / /instead of/ /.
- 11 OT2: Yes the word is / / / /
- S1: Erm____ What do you call that thing, when you go to the airport
- 13 and you put your, what do you call it____ your suitcase or to see how many kilos it____ -/-
- 15 OT2: / /
- S1: No it / /
- 17 T4: / / / /
- S1: Then that's the / / machine. You, you pronounced it in a
- 19 very awkward way and next time when you go to the classroom= may be you don't don't tell your students=you can do it; "last time I made a
- 21 mistake" or it depends on your= how confident you feel____ and you give them the right pronunciation for these words.that's :weigh / /
- 23 to weigh / / the weight / /. my weight/ / is 90 kilos for instance. I weigh / / 90 kilos; the weighing / /
- 25 machine
- OT2: yes yes. We have a pronunciation stage. For instance when we
- 27 already (...) we didn't do it today. After that erm____ there is memorisation
- 29 S1: Anyway that is possible.
- OT2: At that level I think I can, I can tell them to-/-
- 31 S1: Why not?
- OT2: what are the words already?
- 33 S1: erm____ suitcase, to weigh, the weighing machine. I'm almost through
- 35 that, sorry. (to S3 who had perhaps made a gesture of impatience)
- S3: No no no , it's= there's no need= let's go on as long as____
- 37 S1: For certificate , I'm not implying that I will not make those mistakes myself, but as long as you and me we talk together, even if
- 39 we put the accent at the wrong place it does not hinder communication between you and me.
- 41 OT2: Yes I think that's right.
- S1: Yes, but when we are teaching students we are supposed to teach
- 43 them the 'right ' inverted commas pronunciation. The same thing is true of steward / /. I think it comes from stew (he switched to
- 45 French=qui veut dire ragout quelque chose de ce genre) / /
- OT2: eenhen / /
- 47 S1: yes
- OT2: / /
- 49 S1: before you said / / eenhen / /
- T4: He has Frenchized it
- 51 OT2: Well how about stewardess / / do I pronounce it well?
- S1: Yes they are the same words with stew, steward. Then= what=and
- 53 then you must have noticed that when you started, when you read aloud and you put some questions to the students many of them didn't

- 1 participate. I was wondering _____ -/-
 T4: Yes yes yes it's still working (checking the tape probably on
 3 S3's request)
 OT2: Because I think they haven't grasped the-/-
 5 S1: meaning.
 OT2: the meaning
 7 S1: When you take for instance **Jeune Afrique** (a political periodical
 on Africa) and you want to read an article, do you read it aloud?
 9 OT2: No silently.
 S1: Just silently. I think the text was not too long for seconde. But
 11 I believe that one way of doing erm_____ things as far as reading is
 concerned is that you should have made them read silently allow them
 13 some minutes to read silently.
 OT2: You mean before I read?
 15 S1: Yes before you read or you may not read at all. Yes.
 OT2: Aha!
 17 S1: Why do you read aloud? We read aloud to, to -/-
 S3: Here you are (handing an evaluation form to OT2).
 19 S1: Questionnaire (reacting to S3's gesture)
 S3: No no no, the one-/-
 21 OT2: Ah! the one I was supposed to fill.
 S3: and you haven't.
 23 OT2: Oh! I see.
 S1: (coming back to his comment). It is important to bear in mind
 25 that we read aloud most of the time for two objectives: the first one
 is to test reading comprehension, which means that you want to see
 27 what your students can understand something only from hearing it,
 by hearing it.
- 29 The other, the other second objective which is also important is= you
 want them to have the right pronunciation of word, right intonation;
 31 and for these you, you need to be very clear what you want them to
 read for; because what happens most of the time when you ask them to
 33 read that way is that you are not sure that the student who is
 reading after you, reading after you have set the model that the
 35 student is reading in the correct way. He will be making a lot of
 mistakes.
 37 OT2: That is.
 S1: He does not understand and those who are in the class do not
 39 understand either. So it is a waste of time. If your objective is
 comprehension, if your objective is comprehension_____ so I believe
 41 that next time try to do this and see the result. If you have= when
 you reach section 3 of lesson 3 do the reading silently and you will
 43 see the results for yourself. I'm sure that they will understand
 things better. And you noticed yourself; you told them at the end
 45 that their reading were very bad because they never practice at home.
 you can practice reading with them (end of tape but comment continued
 47 as follows...by choosing a short passage for intensive pronunciation
 and intonation practice through reading aloud but not using the whole
 49 text.).

Transcript No 3 : a sample of Experimental group teachers'
Microteaching feedback session

Lesson Unit 4 lesson 3: classification of animals,

Focus : vocabulary and pair/group work

School: CEMG d'application Porto-Novo

Teacher: Agoundo Victoria for group 1

Date 18 February 1988

Participants: 1- Trainers: -Raoufou Afagnon (S4), Joseph Akoha(S3).

2- Teachers: Victoria Agoundo (OT3), Francis Kumah (T5),
Benjamin Singbo(T6), Flavien Glidja (T7),
Sylvain Agossou (T8), Charles Bamgbola (T9),
Vincent Kete (T10), Noel Gankpè(T11)),
Emmanuel Seworh (T12) Clement Agossa (T13)
Moussa Boyo (T14) François Sounnouvou (T15)
Unidentified voice (U.V)

Chair: Noel Gankpè

Symbols : = rephrasing or changing direction of utterance
_____ hesitation generally marked by the lengthening of last
syllable or non verbal hesitation or gap to allow turn
taking
-/- interruptions
{...} inaudible on the tape or not deciphered
x overlap of talk

(Teachers had viewed part of the first group's microteaching and the chair had asked the teacher who gave the lesson for her group to react. The routine introduction referred to in transcripts No 1 and 2 was not necessary as teachers in the experimental group were well aware of the procedures and the underlying principles at this stage of a second residential seminar)

- 1 OT3: I think that I used some of the methods, I mean the methods of
illustration, definition, semantic definition. I don't have yet
3 too much to say. But I will ask the colleagues to_____ or I let them
the floor____
5 T11: Joseph, I would like you to tell us what was the assignment.
S3: "Plan and teach a vocabulary lesson on lesson three:
7 classification of animals, using visuals, semantic field activity
definition and word formation. (chair gave the floor to F.K by
9 looking at him)
T5: On the positive side I should congratulate the comrade for
11 the use of illustrations which were clear, and precise to the
point.-/-
13 S3: And a great drawer too! I didn't know her for that.
T5: It was fine; the students could identify the object from the
15 drawing. That means the drawings were clear and illustrative
enough____ .-/-
17 S3: To avoid repeating points which have already been said, can I
add that the only thing that was missing to the point was that she
19 should=not she=the group should have actually insisted on the need to
write the object that is being drawn on, on the board. You write ant,
21 you know, you draw ant, you have an arrow and you write an ant
(demonstrating on the board).
23 OT3:. Instead of sentences?

- 1 S3: No, that's something else again. But generally when you draw
something, behind= below it we should put the identification so
3 that they really know what it is after the class. In the class they
know. But, now, as there is nothing saying what is the object____=
5 it's not good, it should have been done.
- T5: On the other side I think that erm____ the use= the words
7 omnivore, herbivore and so on, lend themselves to the method of
word formation, which could have been exploited. The word were of
9 such nature that they lend themselves to the methodology of word
formation. That opportunity has been lost.
- 11 S3: How, how that= how could she have done that, using the various
ways of lessening teacher control, teacher centredness. {...} .
13 How could she have done it? Anybody in the group, not necessarily
the person who did the lesson.
- 15 T13: All right. While we were preparing the lesson we asked her,
well, we mentioned this technique to her but she forgot. It
17 doesn't____ -/-
- S3: It happens.
- 19 U.V Sure.
- T13: It doesn't matter. Yeah! Well, if____=she= we said that after
21 explaining the word carnivore, now, the technique that we should
use to teach herbivore, insectivore, and omnivore is that of word
23 formation; in other words, we have for instance=if we looked at the
dictionary and we found that in herbivore for instance we have the
25 root 'herb'; and 'vore' comes from the verb 'vorare' in Latin. Then
'vorare' means to eat. Now, it is in the same frame of mind that we
27 may ask our students to find the noun for the, the, the animal which
eats insects, which is insectivore. And then omnivore. Now, we have
29 another, another word to teach., which was 'diet'. The method that we
would like to use was that of synonym because we found that we were
31 speaking of food. Now,= and it is not useless to say that plants and
meat are included in the diet of human beings.
- 33 S3: Yes. Any other suggestions for teaching that particular points?
It's not, it's not for the group members necessarily. It's for all
35 of us. to think and and____= How could we have taught this?
- T6: I think that using word formation could help them to think.
- 37 S3: Yes. We did that. But how, how, how?
- T6: Yes, that is what I'm going to say for example he said that the
39 word 'vore' comes from the latin 'vorare'. So when you write the
word erm____ herbivore on the blackboard, so you put some brackets
41 (herbi(vore)) and you say that the 'vore' means 'eat. So you can use
an arrow, before the noun which comes before 'vore' Herb____
43 herbivore. The same procedure goes for insectivore so vorare {...}
becomes an animal which eats insects. And carnivore animal which eats
45 meat. This technique of using, using arrows to say that these animals
which eat herbs, insects____
- 47 S3: Yes. What I'm suggesting is this. O.K. Class! read the text:
classification____ Time my, time all this please (speaking to a
49 teacher who had a watch). I start again time it. "Class! read the
text: 'classification of animals' on page"= you write the page= "O.K?
51 see the page? Everybody? O.K please read this text____ Look out
while you are reading for words ending with vorous= vores. You've
53 got three minutes. Can I take it again? or is it O.K?" From the
reaction I know. " O.K Go ahead". How long? (speaking to the teacher

1 who was timing the presentation).
T11:: One minute.
3 S3: O.K. It's alright. _____ Suppose three minutes are gone. " Now
5 you get into threes, please". And I have already had a way of forming
7 my group. For instance _____ or very quickly "you two " (looking in
9 the direction of two teachers). As somebody said (...) (but to the
11 effect of indicating that this was not the best way of forming
13 groups.) or just say: "get into threes as you are" (there were three
15 pupils on each bench of the school where the microteaching took place
17 and the teachers were also sitting by threes for the feedback
19 session). Or you change place to some of them by purpose; it may take
to do that= it may take some minutes to do that but no more than two.
"In threes try to list the words in 'vores'. One minute". Because
they would have already known that. Before that you have already
asked them (...), while reading, and to give them a focus for the
reading; and I've already insisted on the need to have prequestions
for the reading so that pupils concentrate on something in particular
which they are looking out for in the reading. So that is for the
reading.

The reading has=doesn't=is individual. If they've got the books there
is no need for them to get into groups. If they haven't got the books,
they may need to, to see somebody who has got the book and read with
them. Now, together they find out these 'vores'. and they list all of
them. "which group wants to give this list?" Some one on the
blackboard, some one to read and someone to correct the mistakes in
their writing themselves. You(the teacher) don't have to bother
anymore. They write. "any group disagree with the listing? No? O.K.
So, these are correct." So how can you revise(...) this? Now I'm
providing students' ideas. Herbivores, insectivores, etc. "O.K. vores
in English stands for "which eats" and _____ = so carnivore, animals
which eats _____ = what is 'carne'?

U.V: 'chair' (French translation)

33 S3: 'Meat'. If they don't know, right.

U.V: Carne, carne.

35 S3: But the problem is "don't teach them what they already know. See
what I mean, don't teach what they already know. It is, erm _____
37 as she=as Victoria was saying, it is part and parcel of the old
methodology. You come to the classroom and you think that students
39 know nothing and you teach everything. If they already know don't
teach. It's not necessary. And don't, don't= it's not necessary to
41 make them make sentences. All the sentences without exception were
not at all helpful in _____ understanding the words. It's not, it's
43 nother sentences. It's the students' sentences. " Animals usually live
in the forest". It is a half truth.-/-

45 U.V. Yes, some animals live in the home.

S3: . yes, true; because they are so many animals living in, in= at
47 home, even if the majority we call wild animals =we can also use the
opportunity to, to teach the categories wild animals and domestic
49 animals. you, see? those animals which, which live in the forest are
wild animals; those living _____ = now, you build a semantic field
51 activity around that. It is possible _____. So, that is a possibility of
using pair/group work to get them to do the work themselves, because
53 I don't think that they, they were really in a need for a lengthy

1 explanation. That is a possibility , but there may be other
possibilities hein?
3 T14 Erm___ I think that when you gave us these words to teach I
think that it is easy if we can apply the methods erm___ the
5 different strategies we saw this morning
S3: Yes but, but, but what I've done is one of the tactics isn't it?
7 I used word formation. But what we did___= Even the definition for
instance, if you say erm___ "carnivores are animals which eat
9 meat", if the sentences on the blackboard were something like that,
it, it may have been more helpful for the students. Wouldn't it? See
11 what I mean? So that are clear uses of definition.

And another way of using definition for group work , we could have
13 erm___ put a list of all the words to teach and jumble up
definitions on one side which may be 1, 2, 3 4, a b, c, d. And now,
15 they have to find which goes with which . So that is a pedagogical
application of definition, of the use of definition. That was what,
17 erm___ a bit what was partially missing which we should have added
to the lecture this morning. It was a theory of the thing, But, for
19 the practical pedagogy, we must find sort of, erm___ -/-
U.V. Yea

21 S3:...intermediary , in other words a teacher theory into pedagogy
if you see what I mean. So, so that's a possibility. So thank you
23 very very much for the erm,___ the erm___ the opportunity which was
given us to, to come back to some of the misgivings of what we did
25 this morning. It was all our fault really; because we were not, we
were= we have= I have insisted on theory with erm___ the friend ,
27 and I have not really thought for instance about the pedagogical
side. So for instance, for this exercise they could have done it; the
29 way to do that, you put them into pairs and they work out the answers
guessing from the text.

31 T6: I want to ask you something. When ou want to illustrate, erm___=
if the word carnivore= he illustrated by showing them a meat. I
33 think that showing meat to, to these students, according to me is a
waste of time because of their level.

35 S3: For me, in principle it isn't. If they know= if they don't
know meat you may well show them the meat. But the whole question
37 is. "Don't they know meat?" That is the whole question. You see what
I mean?. If they already know meat the long introduction to
39 carnivores could have, could have been shortened. You see what I
mean? But the principle of, of of bringing visuals in the classroom,
41 or showing them the real thing to the students is a very good thing
to do. But the only thing as I was saying, there is no hard and fast
43 truths about methodology. There are alternatives, and there are
possibilities to be exploited according to the level at which you are
45 operating. So that is what I think should be an answer to your
question. Any other contribution on this lesson?

47 T11: I just want to say that she pronounced leopard / /
instead of / /and for the second one it is gecko / /

49 S3: . A / / I was very embarrassed. I thought that if we did
correct that in the class it may be embarrassing___ I didn't = I
51 should ask___ -/-

T9: This one was your, your ___

53 S3: My problem.

- 1 T9: Yes. Your mistake this morning; because while giving the
assignment you said / /.
- 3 S3: Eenhein!. But later on I think some one the, the, the (...) (to
the effect of someone gave J.A the right pronunciation). So it
5 is / /, that is / / So when I was shown I didn't know what
to= how to react. Yes continue (looking at T11)
- 7 T11: . When they are using the article the -/-
- 9 S4: Please maybe, before you carry on with your comments, I just would
like to put a word in a hedging way in relation to this whole
question of pronunciation. I personally have the feeling that we need
11 to be very careful because we are now, erm____ working=doing the
pioneering work on the new language teaching , well, in the
13 possibility of applying the new language method, the new language
teaching approach, And as far as the language teaching, well, the
15 communicative language teaching approach is concerned, erm____ I've
read somewhere that erm____ in connection with this new approach the
17 problem of pronunciation should be, erm____ less stressed than other
things.
- 19 Pronunciation at this level, as far as this new language teaching
approach is concerned, erm____ should____ be a lesser preoccupation
21 in particular, what should be of paramount erm____ erm____ = what
should get paramount focus should be the problem of meaning, and I
23 think that through the presentation of the colleague, the meaning of
that erm____ gecko was actually got by pupils. So what is actually
25 required is a comprehensible pronunciation. Native like pronunciation
is not so much required. That was what we used to have, with audio
27 lingual erm____ approach to language teaching. So I think that we
have to be very careful. We are non native speakers; and I
29 personally, I'm feeling very happy with the the new language
teaching method we are using, which actually erm____ lessens the
31 stress, the focus, the emphasis on the problem of pronunciation.
U.V: yes.
- 33 S4: Pronunciation should (not) be a preoccupation. As far as it
appears comprehensible it should be accepted. So that's the point I
35 wanted to make.
- S3: I, I, sorry! (looking at some one who was making a bid to speak)
- 37 S4: Sorry for interrupting you.
- S3: I agree with him entirely. But I do have erm____
- 39 S4: A reservation
- S3: To state. no, not. I have no reservation. But I have to say that
41 it is a question of who we are talking to, who we are addressing our
questions to, not to the students ; the students could= could have
43 bad pronunciation; as long as they are understandable it is good. But
we, we are now fighting for excellence. You see what I mean? So as
45 teachers, if it is understood that we are working together as a body
where there are differences and there are similarities, if we agree
47 that we can use this unique opportunity to get ourselves right on a
number of things, I think we should not let the opportunity go. See
49 what I mean? Because teachers are the only model, the only source of
comprehensible input, the students have got, so the better they are
51 at their own language, the better it is for the students. But we
should not, as he was saying, and I agree with him entirely, we
53 should not take that as a cardinal sin, a cardinal sin to

1 mispronounce a word. This is not = there is no problem with that____
that is not a problem. Everyody speaks as he can, provided he is
3 understood.

T5: I, I personnaly think that , as he has just said, we are
5 pionners, as far as the experience is concerned, I think that we
should do everything possible to avoid these mistakes; because, what
7 happens is that when you pronounce gecko / / and suppose that
the teacher of the class has done the lesson and he used / /, that
9 is a contradiction. For example the word tsetse fly / / for
example. Some people =even some people say / / some people say
11 / / and this create a confusion; and I= as far as we are
concerned, we are not going to say that we are not native speakers of
13 the language, we should pay attention to the pronunciation; that is
why the teacher need= when we were here last time and we were
15 planning for next,= for this time, we used dictionaries so that we
are sure of what we are saying. I think that we should put the
17 emphasis on it. T11: That's all?

T5: Yes that is all.

19 T11: Errm___ excuse me I don't agree with the friend(looking at the
first speaker in favour of less emphasis on pronunciation). O.K.
21 We can accept bad pronunciation from our pupils. When we are
teaching, particularly new words to them, we must not teach bad
23 pronunciation. But if they are reading and they mispronounce, we can
correct them, but they are expecting everything from us. So we should
25 be careful not to teach bad pronunciation for new words.

S3: Can,can I, erm___ if Iam permitted, correct you then and say
27 that we say to teach / / , not to / /
(laughter)

29 T11:. Yes

S3: That, that is just one point in line with your, your objection.
31 So I think that, to sum up, we should encourage students'
communication even if their pronunciation is not as erm___ we should
33 like it to be. We should try as teachers to improve ourselves. But we
should'nt actually erm___ erm___ feel guilty about bad
35 pronunciation if it happens as we are (among teachers). But we should
be erm___ enterprising enough to make sure that most of the new
37 words or the most important words we are pronouncing are checked in
the dictionary before we go to the classroom, so that we don't as I
39 did, transfer our incompetence in pronouncing a word to teachers and
to students in the end. So I agree. mea culpa. I should be able to
41 check things more correctly later on. Fine! let's go on then any
other comments? Fine, now, one possibility, one possibility. I'm
43 just___ -/-

S4:I, can I make a request before that?

45 T11:. Yes if it has___ X

S3: ... One possibility. If there is no question on this, on group
45 one's lesson I should___ (reacting at last on the bid for turn
already granted by the chair in spite of S3' concern). On the
47 lesson, on the lesson, on this particular lesson taught by the first
group? Do you have anything on that?

49 S4:. Yes.

S3: Go on then.

51 S4:. I have one or two other things to say. er___ well, my worry
concerns the problem of language awareness, because first of all I

1 believe that when we , when we come to our class and we have
 something to pass on to our learners, erm____ I personally believe
 3 that we should be very careful, erm____ with what____ we have to
 offer. Once again, I'm referring to the comprehensible=the
 5 comprehensibility of the input. Yes we should pay very much
 attention to the forms of the lexis, the form of the structure that
 7 we are using; otherwise we might create a confusion sometimes in the
 mind of of our students. Erm____ there are some very little things
 9 which came out of the presentation of our colleague, and I believe
 that the mistakes I'm going to point out, are certainly , erm____
 11 well, they certainly result from the constraints of time, and all the
 other things, but I'm going to make them, knowing the reality of
 13 these conditions in which the work was actually done.

15 First, I have a problem with the question on the dogs don't eat each
 other; erm_ I was not very happy with the use of the definite article
 17 there, because the teacher was actually referring to erm____ dogs in
 general. And so I think that the definite article erm____ was to be
 19 avoided. Yes. And then when talking about the hen and birds , laying
 eggs, she didn't bring out the plural form of the word; erm____ the
 21 hen lays egg / / the birds lay / /. I don't know whether
 erm____ it is a particular habit for these birds to lay just one
 23 egg. (general laughter). I was a bit embarrassed.

S3: Can I jump in here to make, erm____ the whole thing as a general
 25 view of that aspect , Victoria's aspect. I think there has been a
 problem with the pronunciation of 's'. So I would like all of us to
 27 go back to this. With plosives such as p, and some others, some
 others such as k and t , I think t is a plosive; of course t is a
 29 plosive. With p.k.t, and g, we generally have 's' of this kind
 (writing and pronouncing)s, s, s. But sometimes we can have z boys /
 31 / and some others we pronounce like / /. these are dentals like d,
 and also n, and, and____ let us just say that. nations/ / lions
 33 / / erm__ birds / /. So it is important for all of us. I'm
 not speaking of erm____ Victoria alone, who did the lesson, myself I
 35 really have some real problems with these things, so it is not, it is
 never useless when you have time, to go through erm____ your grammar
 37 books and see how we pronounce these things, and please make it clear
 in your minds when you are talking to students. Sometimes we are a
 39 bit lazy in our ways of, of saying things, and that was particularly
 noticed in one of the lessons . We just try to fall down in the last
 41 syllables which is not good. So you were right.

As far as the grammar is concerned I'm not so erm____ worried,
 43 because I am sure that these are things that they know, or that the
 group knows, that she knows, and that normally if it were not so
 45 erm____ hectic-/-

U. V: yes

47 S3: ... and if they have not been=because I really was, I was, I was
 pressing-/-

49 U. V they were pressurized

S3:.. I was rushing her out of the room. So I did understand these
 51 small things. O.K.

T5:.. Just a word; not on the representative of the group's
 53 performance.

- 1 I've noticed that the tendency of=excuse me to say= francophone
countries,=their endings don't normally come out. It is a
3 generalisation. there can be exceptions, but is a generalisation;
some of our friends may tend to disagree with me.
5 S3:. And to make things short-/-
T5: Verbs, nouns, they are=the endings don't come out and this is a
7 big difference between French and English.
S3: Are you criticizing our friend____
9 T5: Who's that?
S3: My friend Ben for saying two meter / / Now ,sorry, I'm
11 going to suggest something (...). Can we conclude , can you allow me
to conclude this part and we go and have something to eat and
13 we=because it is time for eating(in reaction to gestures of
opposition to the suggestions)
15 U.V. Let us continue.
S3: Ah! sorry there are two problems. The others (i.e the kitchen
17 staff of the college) are not there for us. they have a certain time
to go back home. So I, I
19 T11:I want to ask a question.
S3:. Can you hold on until we come back, but don't forget.. I'm
21 sorry.
T11:. It is a very simple one if you want we-/-
23 S3: O.K. We can take it.
T11:. He said that we use animals here in general terms. so we
25 consider many of them; in that case saying that dogs don't eat each
other is not correct. we must say one another.
27 S3: O.K That's good. Now I will keep the vigil while you're eating,
and I would like somebody to gulp it down quickly, come and replace
29 me and I will come and eat; at the end of the the=when we all finish
we'll come back
31 (unrecorded beginning about pair/group work on the same
lesson)
33 T5:. The physical nature of our desks make forming groups clumsy; so
that err____ when we tell the girls to turn and face, it is difficult,
35 for them to physically do that.. I brought this point because in the
video you see that the video was almost going to catch the underparts
37 of one girl. (laughter). If you like when you are in your class you
observe it some time; the girls are forced to roll this part like
39 that (gesture with hips and hands on the thighs) (laughter) Is it
really____ not embarrassing?__ And more than that there is (...) Let
41 us say our tables are not adapted for that.
U.V yes.
43 S3: First solution. If you turn the table= you move the table around,
and move pupils around so that they don't have to be in an
45 awkward position. Students,or girls= students whether boys or girls
should be in a normal position.

47 Second possibility: don't ask them to turn. Do some of the things I
suggested, I know that you (...) (but to the effect of joking about
49 teachers copying S3's suggestions and cheating) Use your
own. (laughter). you can use 'you, you,' which I don't contest. But
51 it is a question of knowing the instructional value of the, of the,
of, of of any tactics. When you say "you come here , you come here,
53 you go there, " how instructive is it? And in the new methods, even

1 some of these gimmicks, it may be considered as the least threatening
for students,.

3 So it it is possible to , sort of , find some truths in some of the
things we were trying to say in this that they are part of an
5 activity of the sort which lead to conversation and discussion. we
may also have voice less group formation exercises. Voiceless____ you
7 see what I mean? I'm joking; that's silent , silent____ (general
laughter. Kumah knows what I'm talking about it. (laughter)

9 So, we should=we can also try in next session= or I should try
tomorrow, to put some of these things, not in theory, but in my own
11 teaching, so you will see if they can work or not. There can be
things, where you don't have to talk but where you wouldn't have to
13 say you come here, you there. It is not bad to say you come here, and
do=and organise. But it is one way among others, and it is one of the
15 ways, whose instructive value per se may be questioned. ____

U.V: The teacher has talked more than the students.

17 U.V: that's all of us.

S3:.. Yes. It, it was quite long. (...) (but referring to actual time
19 spent (12mn)). It was a lot , a lot of teacher talk. So in tomorrow's
lesson, should we try to think and be aware of how you are talking in
21 comparison with students?. This might be improved. One other thing:
don't feel it necessary to repeat the students if what they said is
23 right. Because there is this habit of teachers, thinking that it is
necessary that they have their own 'signature' on, on any utterance
25 in the classroom before it is said. You see? It is sometimes time
consuming and increases teacher talk. One general conclusion to that
27 problem is that, sorry I think that we can take that point when she is
there. So we move on.

29 S4: Before we move on, to group two. I have something very small to
mention. Very quickly it is related to the graphic way of the
31 presentation of today's lexical items. (...) I must say that even
before coming to the seminar erm____ through my own experience of
33 class observation, I must say that very many students are most of the
time not very much concerned with how to present the items on words.
35 Sometimes they use capital letters, some times minor letters. But I
find such things personnaly very confusing, because you see, one =as
37 far as I know, there are certain words which are always written with
minor letters and some others with capital letters. So when the
39 teacher choses to write some times with capital letters and sometimes
with minor letters, I'm wondering when the time comes to deal with
41 certain words like Christmas which is always written with capital
letters, how could he manage to point out the difference? erm____ I
43 must say that our colleague was taking, was telling the words which
were on the board in a very informal way, so much so that the whole
45 thing was somewhat confusing. I think that we have to take that part
of the word a bit more seriously. I don't know what others think of
47 the remark.

T5: (...) (but it was a corroboration of the point).

49 T11: Thank you very much. So we are moving on to group two.

Transcript No 4: an experimental group teacher class observation feedback

Lesson: Unit 6 lesson 5

focus: reporting, comparing times, time markers and tenses.

Date: May 1983

school: CEMG Savalou

Teacher: Moussa Boyo

Participants: 1-Trainers:- Adrian Sewell S2

- Joseph Akoha S3

2- Teachers: two other teachers in the school a man (TM) and a woman (TW) and the observed teacher OT

Observer: deputy headteacher DH

Symbols: = rephrasing or changing direction of utterance.
— hesitation generally marked by the lengthening of last syllable or non verbal hesitation or gap to allow turn taking.
-/- interruptions
{...} inaudible on the tape or not deciphered.
X overlap of talk

1 OT4: My lesson today is the summary of unit 6 and in this unit I have to talk about time, descriptions —

3 S3: unhum

OT4: activities, what people do at such and such moments, description of their actions X

(The headmaster came in to encourage us and to have an idea of duration and made some reference to lunch and everybody laughed).

OT4: So that was what I tried to do but erm I think that you are welcome to tell me how far I did, if I did wrong or good. I am ready for your critics.

1 TM: the first thing is to say how you appreciate your own lesson.

OT4: Presonally I Won't say that I failed. I think that the message I want to convey has passed.

3 S3: Why did you say you you failed or I didn't hear very well?

5 OT4: Pardon?

S3: Why did you say you failed?

7 OT4: No I didnt say that= I won't say that I failed.

TM: he said he won't say that he failed.

9 S3: ahah, You won't I didn't hear very well. O.K.

OT4: I won't say that I failed. The pupils had understood the exercises.

1 S1 May I ask my friend here to say something about the lesson if he's got —

3 TM: Generally speaking this lesson was well done. The only thing I want to add is the formation of the groups. Some small pieces of paper were sent around to pupils= I think that to make things simpler for the pupils and then to save time to say that all those with As get up. Now then they would know themselves easier and faster. Then they can form the groups easier. Here in this case they were looking just confused going up down and their voices were{...} — (to the effect of being noisy).

S3: and asking for As and Bs —
(laughter from participants)

TM: So it would have been easier if (gesture) "all the As stand up! OK. In the group there (gesture showing an imaginary group). All Bs all Cs. I think in so doing you save time. —

S3: Finished?

TM: Yes. That's all.

(Deputy head teacher came in and was invited to participate if he wishes).

S3: (Looking in TW's direction). Do you___ (giving turn to TW).

TW: (laughing) I don't think so because I was taping= some thing I have never done before I was concentrating (laughed and others joined in).

S2: Now you know why I got you to do it. Because if you're filming it's very hard to give an opinion afterwards. Because you stand = all your attention is on getting the thing right.

S3: Perhaps if you (looking at S2's direction)

S2: That's me? sure.erm___ Can I have the book open to remind me. We started with this example on on the blackboard. Am I right? While Victor is going to the teacher Charlemagne and Brice are going out.-/-
S3: Yea yea I think they should be able to go home now! (speaking to the prefect who brought the students' completed tests and wanted to know if he should let them go home). O.K. Thank you very much. erm___ tell them that I should send them the questionnaire to fill in about the whole experimentation in the year. (Then realising that the prefect's English may not help his understanding of the message took it again in French)= Je vais leur envoyer un questionnaire pour qu'il me disent leur opinion sur tout le travail qu'on a fait cette année et quelques renseignements personnels.

S2: So I think that you asked students to put that into the past. Is that right? So "is going" became "went" and "are going" became "went". Is that right? and then it was suggested that you could also say was going for went and were going. It seems that there is a difference between those and I wonder whether your students were clear about that. Didn't they feel that they were the same in your explanation. If you're merely putting the present continuous into the past for me the obvious thing is to put it in the -/-

TW: X Past continuous

S1: ...past continuous; and when you put it in the past simple the meaning is slightly different you are not stressing the continuity of the action. You're saying one "action" took place and then another "action" took place. Whereas when you're using the past continuous you suggest that one took quite a long time and simultaneously another took quite a long time. And may be it's too much for one class ; but over a period of time I think your students should see the difference between while with a simple present or a simple past and while with the present continuous or past continuous. There is usually a feeling of length. You could in fact even in one sentence have, say, erm___ a simple past and a past continuous. Let me see if that's possible in your example. While Victor was going to see the teacher Charlemagne and Brice erm___ Sorry what did I say? I'm getting confused X

TM: X While Victor was going to see the teacher

S2: Yea! euh___ Charlemagne and Brice went out. So the going out is quick. Just go out through the door. While the other one takes a wwhhiillle to go and see the teacher. So there is a difference of meaning between continuous-usually that takes a long time- and simple present or simple past which is quick. Yea? Now may be this is too much to cover in this class. But it did seem to me to suggest that there is no difference and there is a difference. You went on to do the group work. You organised it by going around the class giving students pieces of paper and then you got the students to find out which group they were in. I think there is nothing wrong with that but it does take rather a long

time. Perhaps one way would be to get the students to come out in front of the class. If you have a hat with all these bits of paper. Erm___ or get another students to distribute the bits of paper. The time spent in students asking each other to find out which groups they were in is not necessarily a bad thing because they have to ask questions so, if the teacher just says all As stand up it's quicker but at the same time the students have to do nothing else than understand instructions-/-

(by unidentified voice and inaudible because X) While if it was all mixed up like it was with you there is a possibility that students will have to ask: "are you A? I'm A. Where are the Bs?" and use a little bit of English and understand. So potentially the way you did it could increase students' participation. But if you want to reduce your own participation you can get your students to come out to the front and get the pieces of paper. I know it probably seems like a lack of control. But it should only lasts for two minutes. And if you're going to get your students to move from their seats to group and to regroup there's always going to be a little bit of confusion. It does not have to last very long. Because even if you're very controlled and say all As stand up and sit down over here, you're going to find inevitably, with a big class, that there is not always enough space for them to sit down without you moving pupils around. So there is always a little bit of confusion with a big class.

Erm___ I thought that the group work went well. I don't think that your instructions were very clear at the beginning. Erm___ and although the group work went well I was not very happy with it at the end when you get one person from each group up onto the blackboard. The reason why I'm not happy with that is that there were times when it went rather slowly and many of the students were beginning to chat, not even I think in English or certainly not about the exercise itself. That part of the lesson went rather slowly. I don't know what would be the best way to overcome this. If you decide that you want different groups to do different exercises, that's fair enough. But I think you might towards the end get students out to the front of the class and divide the class into the number of exercises or rather the number of groups say have one person from each group writing the answers on the backboards simultaneously while you give a specific task to all the other people in the class like "do you agree with the exercises on the board" so that they are checking while the other students are writing. So they have something to do. When that's been written then you can have the participation of all the class by pointing to one exercise and encouraging them to say "is it right or is it wrong?". And that will have a bit more of pace. Did you___ understand what I've said? It goes a bit faster and the students would be a bit more involved.

Looking at some of the things I've written down. For example for exercise A I am not sure that the pronunciation of clothes () was right. I heard cloth (). And then you let no-article go, for a while-/-
OT4: Yes.

S2 you allowed is it Ebere? wash clothes while Nnenna and Okeme soaked beans. It seems to me that afterwards you decide it was better to put his cloths. But I think it would be interesting either to tell your students or try to get them to think why it's better to have an article or his before clothes and not before beans because if you think about it probably if they are selling beans they are sort of selling beans as a job. Those beans are not **their** beans they are beans they sell in the

1 market. Whereas if you wash clothes you're probably , in this case, not a
 washerwoman, but you're washing the clothes of yourself or of your
 3 family. So there is a reason for it to be **the** clothes or **his** clothes or
 her clothes so I=that would be a useful thing to draw your students
 5 attention to.

Erm- then in number 3 of the exercise A I'm not sure if the mistakes were
 7 corrected. And when you have things on the blackboard it's an opportunity
 either to correct things yourself or to get your students to correct. For
 9 example, I I think I've copied them down, " At two o'clock my grand
 mother cooked rice to her children while my friend and my grand mother
 11 discussed about my future. So I would have liked somebody to correct
 cooked rice for her children, 'grandmother' one word as in the book, and
 13 'discussed' with two Ses.

OT: I did.

15 S1: You did. That must have been when I went out. I'm sorry.

~~17~~ S2: So just to recap what I was saying {...} -/-

~~17~~ TW: {...} (but to the effect of confirming that the mistakes were
~~19~~ corrected as S2 replied by looking in his neighbour's
~~19~~ notes and apologising once again) before resuming his concluding remarks)

~~21~~ S2: So My feeling about the lesson is that you've certainly planned it
 conscientiously, your group work made your students do a lot of
~~23~~ participating; so it was not all dominated by you. My own only criticism
~~23~~ perhaps is that erm the feedback of the group work seemed rather slow.
~~25~~ So there were times when the students were not fully occupied at that
~~25~~ stage. But otherwise I think you did a conscientious class and certainly
~~27~~ you were using all sorts of techniques that, a few months ago were very
~~27~~ rare, in Benin -/-

~~29~~ (approving nods, smiles and laughter from other
~~29~~ participants who were all Beninise unlike S1 who was English).

~~31~~ S2: X and now you're using them You're using them more or less
 effectively, so congratulation. (looking in S2's direction).

~~33~~ S2: Right. I think I'll try to be very quick. As there has been = I
~~33~~ should very quickly say= back him up in some of the, of of the ideas and
~~35~~ be a bit specific in some cases. Erm I have had the impression that
~~35~~ you- there was some sort of tension in the classroom, which erm eased
~~37~~ up when the class was in progress. So pupils were more relaxed. and
~~37~~ yourself= you have been relaxed all the time. That's a very good thing.

~~39~~ Erm the whole lesson evidenced a sort of awareness of the the "new
~~39~~ methodology" in terms of the way you tackled the lesson and= by the way it
~~41~~ was a revision lesson these lesson Fives. So that was understandable there
~~41~~ were not many difficult words to explain and you tackled it quite well.
~~43~~ But there are cases when I felt that things could have been done not
~~43~~ better but just differently either to sort of save time or to increase
~~45~~ student participation. I wouldn't come back to what was said about the
~~45~~ group formation. Contrary to what you said it was not so bad to have them
~~47~~ find out who their partners were as he said it. But it could have been
~~47~~ set up more clearly by putting on the blackboard the sort of language
~~49~~ they need unless you have already familiarised them with this kind of
~~49~~ exercise as I suspect you have. That means for instance "where are the
~~51~~ As? Who has got B? or can I, I'm looking for or something like that. So
~~51~~ you have these things on the blackboard as a sort of prompts to help them
~~53~~ find their partners. This is very important and sometimes in organising.

1 in classroom management there are these sorts of interaction words that
you may wish to teach them= to pre-teach them. You see what I mean?

3 Erm___ the other point is that I was not quite happy with the way you
corrected the exercises. I'm not coming back to what he said (looking in
5 S2's direction) but another point. It would be quite important to sort of
= you didn't use your division of the groups. You asked two or three
7 groups to do the same exercise. But at the feedback phase you didn't use
the opportunity for interaction that was built___ = that was potentially
9 built into your setting up of the exercises. That means you could have as
he said (looking at S2) asked some groups to write their answers on the
11 blackboard while the others check and agree or disagree or give their
tense and correct; That that would have been more lively and pupils would
13 have been less bored about the whole pace of that phase which was as he
said a bit slow.

15 Can I erm___ In addition to that still on this point, say that you did
correct the cooked for her, discussed, washed his clothes= these things ,
17 but it might___ it might have been better if you___ you sort of "use"
students to think about it and discussed the answers or the correctness of
19 the sentences before you come in if necessary. These are things we should
pay attention to. Erm___ last but not least you asked them "do exercise
21 A" "do exercise B" but you gave one sentence on the blackboard with some
possibilities. It was not quite sure who is following which model. Who is
23 following while I was = continuous form and who is following the simple
form. You see? You might have been , your instruction might have been
25 clearer if you have indicated clearly for each group who is doing what
and how. Of course you could say that the model they would have to follow
27 is in the book. but you didn't ask them to read the model and work on
that model. So this counterargument could have also been destroyed
29 because you didn't ask them to do it= to look because even if things
seem quite evident you should always ask and if possible have it as a
31 visual support on the blackboard. That was what I did when I was giving
them the exercises. I gave two or three titles and then I circled one on
33 the blackboard. So they can refer back to that if there was any confusion
(speaking about the setting up of the post-test for pupils just before
35 the feedback session). These are things you might want to take into
account for your class.

37 But as whole I was not disappointed at all erm___ about the lesson. It
has been quite interesting and lively and you were at ease ___ you were
39 erm___ showing that more than for the first time you had a mastery of the
class, in terms of the language, in terms of the setting up of the
41 exercises and may be also in terms of the improvement of your own
English. That was good. But I still think that Adrian has something to
43 say about that part which he didn't say and I should give him the floor.

S2: Well , about which part?

45 S3: About the language aspect.erm perhaps to encourage him to use some of
the facilities that are available___-/-

47 S2 Ah! I haven't written down all your mistakes. But certainly you must
feel in some way that you're a bit far away from centres of English.

49 To practice your English here= what do you do to improve your English? (a
rhetoric question not a real one but OT answered).

51 OT4: Usually I read some books.

S2:Oh, that's already something because I think unless you practice

1 outside of your lessons your English gets worse.
 (approving murmurs from participants. You pick up mistakes from your
 3 students, that repeatedly year by year your English would get worse and
 worse. So if you can= I know you're busy people, but if you can listen to
 5 the BBC, if you can try and read books in English and speak outside the
 class it would be helpful.

7 S3: To finish it up, erm___ is it possible or it may be possible___ erm I
 forgot that but I wrote it. it might have been better if somebody for the
 9 groups is dictating while another is writing. So it makes the whole thing
 a bit= the other part of the class more involved than what happens when
 11 the student has to read himself and write on the blackboard. These are
 things that may happen.(meaning these are alternatives that can be used.

13 Erm___ I think I wanted to ask you to interest the staff, both in
 second cycle and in premier cycle to the sort of things we've been
 15 doing for the whole year. 've noticed that some of you did, in the second
 cycle come sometimes to see what's happening. But I don't know how much
 17 you share these ideas together so that there is as little difference in
 terms of how you tackle your lessons, your classes as possible, erm___
 19 allowing for differences in personalities, in mood, in language mastery
 and in sort of background culture, that = there is nothing we can do about
 21 that. But if you can share your experiences and not just keep to yourself
 or just think that what is being done is something that can't work. Try
 23 it out and see if it can or can't. There is= as you've seen we have not
 erm= there has not been a "methodology" a sort of "methodologie en vigueur"
 25 that is being given out. There are possibilities, variety of actions.
 He (looking at S2 and T4) suggested something. I suggested something. But
 27 the whole thing, the basic principle is to make students take part
 and take responsibility for their own learning. And as much as we can we
 29 should sort of set up conditions for these sorts of interaction between
 students which have been proved to be more productive than the tell -
 31 listen-teach-and- receive cycle we've been used to. That's what I can
 say. So increase your cooperation and work as much as possible as a team
 33 and not as individual teachers each one isolated in his (her) class.

TW: I would like to ask if the fact of making pupils from each group write
 35 the answers isn't it= I personally think that it is a waste of time. And
 as he has done it is= it does not permit us to have a lot of groups'
 37 answers. Then what I prefer is just to make them read= make each member
 of =one member of each group read the answer and then the others can
 39 listen and give their opinions about it, saying no we are not___ = what
 we propose is this and all the groups have a chance to say= to give
 41 their answers.

S3: Yes we're not saying-/-

43 TW: No when writing

S3: X You were against the erm___ against the written part of the whole
 45 thing. I mean you would like it to be oral, completely oral-/-.

TW: Oral. And then when we finish, when we have the final answer now,
 47 when we finish correcting now some - pupils can do = can write it.

S3: It is a way.erm___ why not? that's quite possible. But there are
 49 things that might be lost___

TW: umhum

51 S3: if you =it is always better

TW: umhum

53 S3: X to have something under your eyes.

TW: Umhum

- 1 S3: to correct. Sometimes if you do have to write it in the
end it might be better to have something written for pupils to discuss about
- 3 TW: yea
S3: X because it is not easy to remember____
- 5 TW: Umhum
S3: very long sentences like these ones about three or four lines erm
7 orally, but I see your point. I don't know how you feel about that (____
looking at S1 and TM).
- 9 S2: I think if it was done purely orally erm____
S3: umhum
- 11 S2: as she was suggesting and do the writing at the very end____
S3: eenhen
- 13 S2: erm____ you would miss interesting points like "discuss" and "grand
mother" wouldn't you orally.
- 15 S3: unmh
TW: {...} (probably a positive reaction to S1's comments)
- 17 S2: you would miss grandmother wouldn't you? that mistake how would you
know whether it is one word or two orally? And "discuss" how would you if
19 the students know that there were two Sses or one. You have no way of
knowing. I think at this stage you want to encourage students to write
21 But you want them to be involved in what they're doing so I don't = you
don't want them to be, say = if they're copying down too much at the end
23 you're missing an opportunity for breaking up the class;
TM: umhum, umhum
- 25 S2: X because if you break the class up by getting little
TW: Umhum umhum.
- 27 S2: writing exercises I think there's more chance that they will be
more actively involved.
- 29 TW: I see.
OT4: I have one question. Euh____ about the groups erm the groups.
- 31 TW: umhum
OT4: Sewell said that I should send to the blackboard three pupils from
33 different____
S3: groups: A is writing as B is writing as C is writing.
- 35 S2: Or it could be more than that if more than one group is doing A.,
because then there would be a chance to compare the two versions.
- 37 OT4: But the problem is that the rest of the class I mean those who____ =
they will concentrate erm____
- 39 TW: umm umh
OT4: ideas only on the____ -/-
- 41 TW: X their groups only
OT4: Yes.
- 43 S3: Yes that is what he said-/-
TM: X yes-/-
- 45 S2: X yes, that, that, there is nothing wrong with that.
S3: First of all we are not saying that this is the methodology. This
47 this is erm____ a possibility he is offering you. Up to you to see how
you can work it out in practice.
- 49 S2? TM? OT4: yes, yes.
S3: But what I think I understood from what he said is that two groups
51 doing the same exercise might be on the blackboard if that is the problem.
That is one possibility. And you do exercise A with two or three groups
53 writing their own versions of it and then they discuss= the whole class
discusses to sort of agree on a consensus. Another possibility is that
55 the three exercises could be corrected simultaneously while some pupils

1 having exercise A are writing and the others are writing as well. There
wouldn't be any problem in one= in members of each group trying to help
3 their members to make their exercises the best exercise and discussing
among themselves, themselves. That might seem a chaos but I don't think
5 it will be if -/- end of tape (But OT4 with the help of TM came up with a
modified version of original suggestion in the form of a three stage
7 process involving groups doing same exercise getting together and
discussing to agree on a version of it which would be written down and
9 copied on the blackboard by a reporter with the help of members of the
groups concerned, and this report being criticised by the whole class.
11 If they were more than one exercise as was the case several reporters
may be on the board at the same time. But this was not preferred by the
13 teacher who would have liked whole class discussion of each exercise after
the groups having done it reached an agreement.)

You seem to be dependent on your looks, if you make your statement on it as well -

Usher: Yes, but you can't do that until we finish the work.

Usher: At the same time, you can do all the other things -

10:13

Feedback Session

Logan: Reaction of number lesson

↳ Arrived & Opposite

Motivation:

1st & 2nd stages were good, they learnt how to construct sentences

B. was more difficult -

I was happy throughout ^{the} lesson.

↳ not satisfied with group work.

Seawell.

interesting class because of its size but I was surprised at the end when they did not speak more.

You made life for yourself more difficult than necessary by taking a dominant role.

2:46 Arrangement - Prof: Sonoma 7: Effect 148 al.

2:46 p. 6

Chase: 1261

15. T (works date) too st. cannot & T says no

the too st. who failed did not have the chance to say it.

Lesson 4 - in Unit?

8 How many people are there in pit A? Are they school boys?

Where is the young man going? Is he running to school?

How is he going?

How did he greet the man? pleasantly

After smiling did he let the young boy go?

The problem of interference from mother class

Students are asked to describe pictures using adverbs

↳ How can this be best organized?

Pair work? Individually? All the pictures at the same time

Who has already written 3 sentences about picture?

Let's listen to some sentences related to picture.

What happened? St: The car's tyre is flat.

T (try to better it for him) another St: The car has

ce flat tyre

to: 35. Feedback Session.

Atoka puts several questions to T.

Sumner: object how to teach it how to express themselves orally practice written composition

1st part - the goal has been reached because it read silently & understood the content of text.

2nd part - Transitioning for written composition - (less successful)
Teacher's book in E/A is not very clear.

T (not in his ordinary mood, fed a bit tired this morning)
Complaints: Sts don't have books.

Wishes: More visits to our school, hand-outs on the planning of teaching of E/A.

Atoka: impressed by the way the class was released.

Specific things: Unit & lesson written on board - very important because psychologically this is called cognitive organizers - Sts will know where they are going -

Revision was too quick -

Very pleased with the Silent Reading but the too little time given to Sts to do it -

② Questions on the Text: I was not quite clear about the objective of what.

It is not a reading comprehension passage as we Sts' attention could have been drawn to the active then => relevance with what followed later - You're rather spoke of content of text coherence & coherence & their places -

It is a guided composition
each picture represents a small story then you should use the pict to build a short story around -
Sts should have been put into groups and then at the public check they would have exchanged ideas

It might be interesting to use more reinforcement procedures (good, etc) to encourage student happy about your attention to Sts talk -
Pay attention to the amount of opportunity given to students to practice lang. to talk => the other

class opens with a mistake in the writing of the date - pity study didn't correct the mistake (or the boy himself)

-777-

ask about the river Niger (could have exploited the first map: see above - location, level, names, comparisons between English and French)

U7 Lesson 3

Structure (indirect speech/reported speech (1st thing is the name of the structure) - but use is more important than terminology.

Teacher explains structure - then T announces that he will give a grammar lesson on reported speech.

This is a traditional exposé explaining the structure - in the form of a dictation.

1. refer demonstration, controlled practice - grammar explanation
- controlled practice - transfer

Students are being overloaded with too many rules.

Imperative → Past (tell - ask - reply - wonder - order)

but He asked me to (?)

~~not~~ not so much a presentation as a lecture!!

Too long - not easily memorable

Exceptions are important but ironical that there was more practice with exceptions than rules.

Silent reading

working with a map 44

Why not present new vocab / structure with map of West Africa

look at the map

where am I pointing etc.

with [Henri]

Thursday Nov 12 7.15 → Socio Dominique

P. 10.11.12
Socio Dominique

Date, Revision (Shehi's husband's)

jumbled words and definition

-778-

T gives Stud 5 minutes for 4 items (too much time)

Students are copying everything down (not a good idea)

by getting stud to read mismatched phrases is counterproductive

- encouraging them to make mistakes

not in favour of students repeating defining relative clause

too much time spent on grammar lesson on defining
relative & clauses [this structure is not used ^{systematically} until (4)]

It would be a good idea to get stud interested in the
theme of the passage - refugees and making choices/decisions
gap filling not promoting reading skills

answer to one is not stressed to but weak form

more to 17 problem solving exercise in the dept

stud seem interested in problem solving exercise

it's not the items which are important but the discussion

∴ focus is on classroom activity not hw.

{ Structure shouldn't have been practised
so much

Programme de la Séminaire de clôture :

-779-

- 1- ~~Note~~ de bienvenue par le Coordonateur
du Programme Expérimental, le Camarade
Joseph Akoha. ~~à la~~
- 2- Cours de démonstration par les élèves du
CEMG Comé, avec les Cdes Professeurs Agou-
do Victoria Bangbala Charles (CEMG Comé)
Agoundo Victoria (CEMG Ab. Calavi),
* Kumah Francis (CEMG Allada) ~~et Ab. Calavi~~,
actuellement ~~au~~ CEMG Ab. Calavi),
Glidja Flavien (CEMG 1 Ouidah),
Sounouvon François (CEMG Arrankou)
- 3- Rapport des deux Coordonateurs du Programme
Expérimental, les Cdes Joseph Akoha et Gantché
Noël
- 1- Remise de Prix par M^{re} Adrian SEWELL,
Assistant Technique de la CTIS ANGLAIS
- = Discours de Clôture par le Directeur de
l'INFRE

L'étude, comme le disait le Coordon~~na~~teur de l'Expérimentation, a porté sur 21 classes de plus de 600 élèves dont 18 classes ont régulièrement suivi l'expérimentation jusqu'au bout avec un effectif d'environ 500 élèves.

421 d'entre eux ont suivi l'expérimentation jusqu'au bout. 203 sont dans les classes expérimentales, 118 dans les classes de contrôle.

La comparaison ~~entre~~ de leur performance de départ avec celle de fin d'année donne les résultats statistiques suivants.

Sur deux cents trois (203)^{élèves} des classes expérimentales, 141, soit 69,45%, ont fait un progrès sensible dont l'écart positif moyen s'élève à 18,63 points, les notes étant sur 100. 23 élèves ont été constants, c-à-d ils ont eu les mêmes notes au départ qu'à l'arrivée,

ce qui est un pourcentage de 11,33%. (4)
Il convient cependant de noter que 39 élèves, soit un pourcentage de 19,22%, ont régressé avec un écart négatif moyen de 8,74 points, les notes étant sur 100.

Quant aux classes de Contrôle, elles comptent un effectif de 118 élèves qui ont régulièrement suivi l'expérimentation jusqu'au bout. 80 d'entre eux ont réalisé un progrès sensible par rapport à leur performance de départ, soit 67,79%, avec un écart positif moyen de 14,47 points, les tests étant notés sur 100. 8 élèves d'entre eux sont restés constants, soit 6,77% de l'effectif total. 30 élèves, soit 25,42%, ont régressé avec un écart négatif moyen de 12,53 points.

Il est heureux de constater que les classes expérimentales dont les professeurs ont été, non seulement suivis dans leur classe mais également formés et entraînés par les séminaires alliant la théorie à la pratique guidée suivie de critiques, ont nettement prouvé leur supériorité sur les classes de contrôle.

- 1) Institut National pour la Formation
et la Recherche en Education (INFRE)
BP. 200 Porto- Novo BENIN
- 2) Benin Experimental INSET
- 3) PART A MICROTEACHING
- 4) Extract 1 First seminar November 1987
Unit 6 lesson 3 : Jumbled dialogue
Teacher : Glidja Flavien
School: Lycée Behanzin Porto-Novo
Class : ST1 (first year science and technology)
- 5) Extract 2 second seminar February 1988
Unit 4 lesson 3 : Vocabulary teaching
Teacher : Agoundo Victoria
School : CEMG d'application Porto- Novo
Class : BG1 (first year Biology geology)
- 6) Extract 3 second seminar February 1988
Unit 5 lesson 2: Group work guided composition
Teacher : Singbo Benjamin
School : CEMG d'application Porto- Novo
Class : BG1 (first year biology geology)
- 7) Extract 4 second seminar February 1988
Unit 6 lesson 2 : Giving instruction and reporting
Teacher : Gankpè Noel
School : CEMG d' application Porto- Novo
Class : BG1 (first year biology geology)
- 8) Extract 5 second seminar February 1988
Unit 14 lesson 2 : Agreeing and disagreeing;
transfer to school cooperative
Teacher: Kumah Francis
School : CEMG d'application
Class : BG1 (first year biology geology)
- 9) PART B POST-TEST REAL CLASS OBSERVATION
- 10) Extract 6 Post-test observation May 1988
Unit 5 lesson 1 : Cloze text
Teacher: Zinsou Agbegnigan (control group)
School : CEMG Léon Bourguine
Class : ST1 (first year science and technology)
- 11) Extract 7 Post- test observation May 1988
Unit 11 lesson 3: Reading comprehension :electricity
Teacher : Sounnouvou François (experimental group)
Class : BG1 (first year Biology geology)
- 12) Extract 8 Post test observation May 1988
Unit 10 lesson 1 and 2 :cloze text and problem solving
(office mail sorting)
Teacher : Agoundo Victoria (experimental group)
School : CEMG d' Abomey Calavi
Class : L1 (first year Arts)

LESSON PREPARATIONS

UNIT SIX.

(The planning on the whole UNIT). The Teaching points.

1 WARMING UP AND REVISION 5 mn

2 OVERALL OBJECTIVE :

2.a) LESSON ONE - The understanding of the text. The understanding of the preparations for a reunion and for Xmas in Balogun family. (15mn)

2.b LESSONS TWO, ~~AND FIVE~~ - The understanding of the FUNCTION : reporting (time): At two o'clock Moji washed the clothes, and the understanding of how to give instructions: Moji, wash these clothes (15mn)

2.c LESSON FOUR/FIVE ~~25mn~~ 25mn

The understanding of the structure: Tenses and time markers. My brother will mend his bicycle tomorrow while my sister and I go to Maiduguri?

a) Two tenses in one sentence:

1 Present Simple and future:

• Ibrahim will tie the grass on the roof while I pass up the grass.

2. Past Continuous: Ade was marking his class's exam paper while ~~Hisa~~ sister was worrying about her examination.

2.4 LESSON THREE. ~~AM~~ 15 mn

The comprehension of the text.

INSTRUCTIONAL PROCEDURES.

- 1 Division of the class into groups of four.
- 2 Teacher's instructions to Students for the preparations of the exercises.
- e.g. Open your books. Turn to page 34; 35, 36, 37, 38 or 39. Read the following passage twice. In pencil write the word that fills each gap.
3. An example given by the teacher to illustrate his instructions
4. Students do the exercises taking into account the instructions that they have been given

PERFORMANCE ASSESSMENT.

- Pupils give their answers
- The teacher pays attention to the answers and helps the students correct the wrong ones.
- The best answers are written on the blackboard.

If the objective of the lesson is for instance the understanding of the text, Students must read all the text after filling in the gaps, to see if the

LESSON PREPARATIONS

UNIT SIX

LESSON ONE - Presentation - Practice - and Production

WARMING UP AND REVISION.

OVERALL OBJECTIVE OF THE LESSON:

The understanding of the text. The understanding of the preparations for a reunion and for Xmas in Balegun family.

INSTRUCTIONAL PROCEDURES.

- Division of the class into groups of two or four.
- Teacher's instructions to students for the preparations of the cloze exercise.
- An example given by the teacher to illustrate his instructions.

PERFORMANCE ASSESSMENT

- Pupils give their answers after reading the text and filling in the gaps.
- The teacher helps them find the best answers which are written on the blackboard.
- Reading of the whole text to see if it makes sense.

NOTE TAKING.

UNIT SIX.

LESSON THREE . PRESENTATION - PRACTICE - PRODUCTION

WARMING UP AND REVISION. 5 mn

Teacher: All right, who can tell us today's date?

Pupil: Today is Monday, January 25th, 1988.

Teacher: Very good! when did we study the text about the preparations of Xmas in Balogun family?

Pupil: We studied those preparations yesterday.

Teacher: Good! who ^{came to} attended the reunion in the text?

Pupil: Balogun's ~~old~~ sons and his daughter came except Tunde.

Teacher: That's a good answer. ~~So~~ Tunde did not come though he only lived in Akure. In the text we are to study we'll see why he had refused to come for the Xmas celebrations and how his father persuaded him to come back home.

INSTRUCTIONAL PROCEDURES 10 mn

- Read the following text twice silently.
- Now Answer the questions about it.

B1 Finding words.

Find one word in the passage for each meaning.
example: meeting together of the family: -
reunion.

Lesson 1

Function: reporting

Structure: _____

Lexis: to scatter (X) - to scrub (X)

Phonology: incidental during the work.

PHASE	TIME	ACTIVITIES STRUCTURES LEXIS	AIDS and MATERIALS	AIMS
PRESENTATION	10 min	a) Focus on a family meeting b) Listening for details	a) Pupils and teacher - b) _____	a) to understand the importance of a family meeting b) necessity of unity in a family
PRACTICE	25 min	a) Instructions to pupils b) Pupils in groups of 4 or pairs c) Pupils at work teacher's control	a) example(s) on the (black)board b) _____ c) _____	a) to help them prepare the exercise b) encourage pupils to talk c) Pupils' discussion about the answers.
PRODUCTION	20 min	a) classroom discussion b) Taking of notes	a) blackboard and one representative of one group - b) _____	a) to exchange their views and come to a consensus. b) pupils write a preparation of an event.

Homework In less than 20 lines, tell how a burial ceremony is organized in your region (village).

Lesson 2

-788-

Function: Giving instructions

Structure: Go to be at 7h00 everyday.

Lexis: the glue (n) to grind (v)

Phonology: in the course of the presentation of the pupils' work when necessary.

PHASE	TIME	ACTIVITIES STRUCTURES LEXIS	AIDS and MATERIALS	AIMS
Presentation	15 min	a) Global listening Comprehension	a) Clock face	a) to allow pupils to reconstruct the situation on time.
		b) Teaching of lexical items	b) _____	b) to use words in answers accurately
		b) Syntactic / gram- matical structures to be explained	c) Example(s) on the blackboard	c) to use these structures in their sentences.
PRACTICE	20 min	a) Instructions to pupils	a) Example on the blackboard	a) to give orders or to take orders
		b) Groups of four (4)	b) _____	b) attribution of role- play.
		c) Repetition drill and practice	c) _____	c) Act roles in group
PRODUCTION	25 min	a) Role-playing- (one group stimulating orders in group of 4)	a) Situation cards	a) Pupils to be able to give order with reference to a given situation (topic)
		b) Written consolidation	b) _____	b) Pupils write recom- mendations

Lesson 3

Function: expressing disapproval
Contradicting others' opinions.

Structure: "I can't father"

"No, Father, I'm too busy."

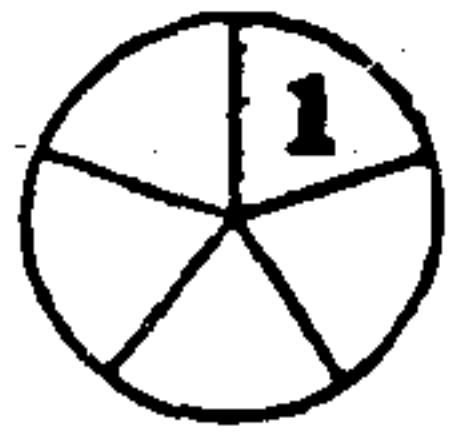
Lexis: the argument (n) - the temper (n)
to apologize (v) - the fun (n)

Phonology - in the course of the reading

PHASE	TIME	ACTIVITIES STRUCTURES LEXIS	AIDS and MATERIALS	AIMS
PRESENTATION	10 min	a) Focusing on Reconciliation b) Teaching of lexical items	a) 2 persons b) _____	a) to understand the notion of reconciliation b) to help the understanding of the text
PRACTICE	20 min	a) Instructions to pupils b) Pupils in pairs or groups c) Pairs at work or groups at work and teacher's control	a) Portions of the text	a) to go through the task b) to work together c) to reconstruct the text and then go through exercises.
PRODUCTION	25 min	a) Class discussion b) Notes taking.	a) Portions of the text b) _____	a) to come to a general consensus. b) to be able to engage a debate with somebody -

Homework: After a quarrel, imagine a conversation between two

Okeme, wrap them in leaves and boil them.
Azuka, buy hair thread.
5 p.m. Moji, put the clothes away.
Okeme, sell them at the evening market.
Azuka, plait your hair.



B What did she do?

Make sure that your pupils change the verb from the imperative (*wash*) to the third person singular simple past (*washed*).

Reading and completing

Answers:

- | | |
|------------------------------------|----------------|
| 1 his | 14 was |
| 2 to | 15 was |
| 3 and | 16 her (the) |
| 4 was | 17 she (Okeme) |
| 5 exam (examination, test) | 18 She |
| 6 because | 19 mother |
| 7 lessons (teaching, explanations) | 20 her |
| 8 teaching | 21 each |
| 9 While | 22 While |
| 10 his | 23 very |
| 11 which | 24 new |
| 12 was | 25 had |
| 13 was | |

C What did they do?

Because all the actions took place at a specific time, all the verbs are in the simple past.



A Reading

Include one 'reading aloud' as well as 'silent reading'.

B Finding words

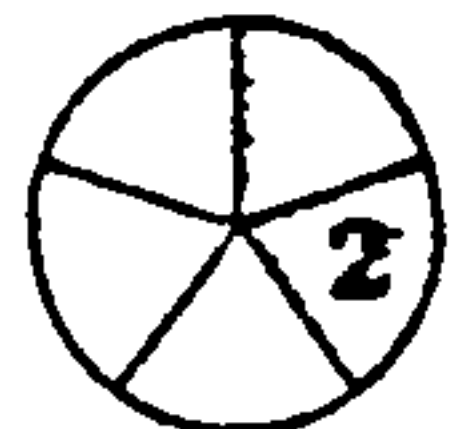
- | | |
|------------|------------------|
| 1 reunion | 3 reconciliation |
| 2 argument | 4 persuade |

C Finding groups of words or sentences

- 1 ... he had obtained a job in an office.
- 2 Is anything wrong?
- 3 Have you forgotten I am taking an exam in June?
- 4 I'm too busy.
- 5 I will not mention the incident which caused you to leave.
- 6 To tell you the truth, it's very lonely here.

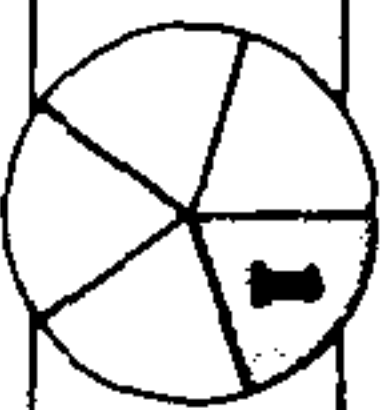
D Which is correct?

- 1 a 2 a 3 b 4 b 5 c



A Giving instructions to different people

- 2 p.m. Moji, wash these clothes.
Okeme, grind the beans.
Azuka, wash your hair.
- 3 p.m. Moji, hang out the clothes.
Okeme, mix the beans with the other ingredients.
Azuka, comb your hair.
- 4 p.m. Moji, iron the clothes.



Function
reporting (time) At two o'clock Moji washed the clothes.
giving instructions Moji, wash these clothes.
Structure
tenses and time markers My brother will mend his bicycle tomorrow while my sister and I go to Maiduguri.

Vocabulary busy (adj), determined (adj), nervous (adj), pleased (adj), proud (adj)

Reading and completing

STAGE ONE Read the following passage twice. In pencil write the word that fills each gap.

Preparations for a family reunion

It was the week before Christmas, and most members of the Balogun family planned to meet at the family home in Ondo for the celebrations. The family was scattered. Ade was in Sokoto, doing his Youth Service after completing his University course. His younger sister, Bola, was at University College Hospital, Ibadan, where she was studying to become a doctor. Okeme, the eldest daughter in the family, lived with her husband and two children in Lagos. The two youngest daughters were still at Secondary school in Ondo.

That week Mrs Balogun was busy cleaning the house. While she was scrubbing the floors, her husband was at the market, buying a large goat to celebrate the reunion. When he returned, he washed the car while ¹ wife cleaned the seats inside. They wanted everything ² be perfect for their children's home-coming.

While Mr ³ Mrs Balogun were busy in Ondo, their son, Ade, ⁴ still at work. He was marking his class's ⁵ papers. He was quite pleased with the results ⁶ they proved that his pupils had understood his ⁷. He was seriously thinking of taking a permanent ⁸ post at the end of the school year. ⁹ Ade was enjoying the success of his pupils, ¹⁰ sister in Ibadan was worrying about her examination ¹¹ was to take place the next day. She ¹² determined to become a doctor, but the course ¹³ difficult and although she had worked hard she ¹⁴ very nervous about this exam.

In Lagos, Okeme ¹⁵ making her own preparations for the reunion. While ¹⁶ children were at home with the baby nurse, ¹⁷ was buying dresses for them in the market. ¹⁸ also bought a length of cloth for her ¹⁹, a shirt for her father and dresses for ²⁰ younger sisters.

Finally the great day arrived and ²¹ member of the family began travelling towards Ondo. ²² Ade was travelling in the back of a ²³ uncomfortable mammy wagon, Bola was riding in a ²⁴ Peugeot. A friend who was travelling to Ore ²⁵ offered her a lift. While Ade and Bola were being driven to Ondo, their sister and her husband were approaching the town in their own car. It was a very small Volkswagen but they were very proud of it as it was the first car they had owned.

Suddenly there was a shout from the front of the house. The first of the visitors had arrived. Soon they would all be together. All, that is, except Tunde, who, though he only lived in Akure, had refused to return home for the Christmas celebrations.

STAGE TWO Your teacher will ask one of you to read out the completed passage. Put your hand up if you have used a different word to fill a gap. Which are the best words? Write them in ink.

Vocabulary comb (v), hang out (v), iron (v), mix (v), plait (v)



A Giving instructions to different people

STAGE ONE Your teacher will ask one of you to read out these instructions.

Moji, wash these clothes.
Okeme, grind the beans.
Azuka, wash your hair.

STAGE TWO Now tell the three girls what to do at two o'clock. Then tell them what to do at three o'clock, four o'clock and five o'clock until each girl has done four things. Here are some clues, but they are mixed up. Make up complete sentences.

Clues	
put clothes away	wash hair
comb hair	wash clothes
sell them at the evening market	mix the beans with other ingredients
hang out clothes	grind the beans
plait hair	buy hair thread
iron clothes	

STAGE THREE Your teacher will ask some of you to read out your instructions.

B What did she do?

Write a report of the things that each girl did at each time. Here is the beginning.
At two o'clock Moji washed the clothes.
At two o'clock Okeme ground the beans.
At two o'clock Azuka washed her hair.

C What did they do?

STAGE ONE Using these facts, answer the following questions, saying what all three girls did at each time. The first one is done for you.
1 What did they do at two o'clock?
At two o'clock Moji washed the clothes while Okeme ground the beans and Azuka washed her hair.
2 What did they do at three o'clock?
3 What did they do at four o'clock?
4 What did they do at five o'clock?

STAGE TWO Your teacher will ask some of you to read out your answers. Correct them if necessary.



Vocabulary apologise (v), arrange (v), attempt (v),
mention (v), obtain (v)

A Reading

Read the following passage carefully twice.

Reconciliation by telephone

Tunde, who was twenty, had left home a year ago after an argument with his father. He had gone to Akure where he had obtained a job in an office and he had not been home since.

Two days before Christmas, his father, Mr Balogun, decided to make one last attempt to persuade Tunde to join them for Christmas. He telephoned him at his place of work.

PICTURE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

'Is that you, Tunde?'

'Yes, Father, it is. Is anything wrong?'

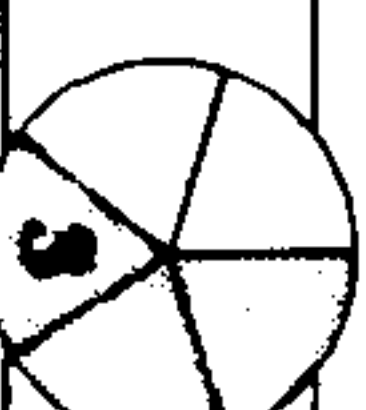
'Wrong? No, no. Not at all. Everything is fine. Tunde, your brother and sisters are all here. Why not change your mind and join us for a few days?'

'I can't, Father. While you are busy celebrating Christmas, I shall be busy working.'

'Surely you could arrange to come on Christmas Day. The church service starts at 10 a.m. If you left early you could arrive in time.'

'Father, you know I have not been to church for a long time. I shall be studying my books while you are at church. Have you forgotten I am taking an exam in June?'

'June is six months away. Surely you can come to us for just one day. I don't want to think that you will be eating garri



while we are all eating rice and enjoying ourselves. I have bought a large goat to celebrate our reunion.'

'No, Father. I'm too busy.'

'Tunde — I'm sorry. I apologise for losing my temper with you last year. Your mother misses you very much. Come and see her. I will not mention the incident which caused you to leave.'

'Well — perhaps I could take a day or two off. To tell you the truth, it's very lonely here. It's no fun working while everyone is celebrating with their families.'

'Good! Good! When will you come?'

'I have an idea. Let's give Mother a surprise. I'm sure you will have breakfast about 7 a.m. I will arrive tomorrow while you are eating breakfast. Make sure there is enough for me.'

'That's wonderful, Tunde. Goodbye.'

'Goodbye, Father, and thanks for phoning.'

B Finding words

Find one word in the passage for each meaning.

- 1 meeting together of the family (paragraph 9)
- 2 difference of opinion (paragraph 1)
- 3 being friendly again (title)
- 4 make him change his mind (paragraph 2)

C Finding groups of words or sentences.

Find a group of words or a sentence in the passage which means the same as the following.

- 1 ... he was working as a clerk.
- 2 Is something the matter?
- 3 Don't you remember that my examination is in the middle of next year?
- 4 I haven't got time.
- 5 I will keep quiet about the reason for your going away.
- 6 In fact I must admit there is no one around.

D Which is correct?

Choose the correct answer for each question.

- 1 Tunde left home because
a he was annoyed with his father.
b he was going to work in Akure.
c his father sent him away.
2 When he heard his father's voice on the telephone he
a wondered if something serious had happened.
b was delighted to hear him because he was lonely.
c agreed at once to join them for Christmas.
3 Which sentence is correct?
a Tunde said that he did not want to go to church for a long time.
b Tunde said that he would be reading his books while the rest of the family were at church.
c Tunde said that he would be eating garri while the rest of the family were eating rice.

- 4 Which sentence is correct?
a Tunde's father forgave him.
b Tunde's father said he regretted getting so angry the previous year.
c Tunde apologised to his father.

- 5 Tunde planned to arrive
a before breakfast.
b by 7 a.m.
c during breakfast.

Macmillan Publishers

Houndmills Basingstoke Hampshire

-793-

To Rupert/AlisonDate 30.11.88From BarbaraSubject ENGLISH-AFRICA Benin trialling: Joseph Akoha's video

It would be useful for you to watch this, also Jan - and perhaps David Cobb, as I suspect much of the same problems would arise throughout Africa.

In general the teachers seemed quite imaginative in pre-teaching vocabulary and extending the situations and exercises. However, the exercises shown were mostly ones the teachers had made up rather than those actually given step by step in the book. The language of explanation and of these exercises was quite a high level; this didn't show what would happen when teaching students who didn't have the vocabulary/structures available.

Unit 5, lesson 1 (Cloze) No evidence that they read the whole passage through first, as intended; they seem to have launched straight into paragraphs which contain missing words (ie omitting the scene-setting complete first paragraph) choosing the words in pairs. They ignored the instruction for students to read out the missing words in their sentences, so that the context is maintained, and for other students to put their hands up if they had a different answer. Instead a student simply wrote on the board a list of numbers and words. No evidence of discussion on appropriate words.

Unit 6, lesson 3 An interesting jumbled dialogue exercise made up by the teacher, not in the book, but the groups reported simply by writing numbers of the parts of the dialogue on the board; no evidence that they read out the whole dialogue. *(or that they weren't discussing a French)*

Unit 4, lesson 3 Vocabulary teaching; no reference to carnivores etc, which are the main teaching point, though an interesting teaching of different animals. *(teacher had problems with pronunciation)*

Unit 4, lesson 4 (referred to as lesson 3): this actually was an exercise from the book and the students did read out the direct speech.
NB the teacher was teaching use of colon - Sidonie said: "....."

Unit 5, lesson 2 Situation explained clearly and in a lively fashion. However, they didn't seem to read the instructions for doing the exercise. The teacher reads the text; a group reporter writes the answer on the board, the teacher picking up mistakes and asking the class to correct.

Unit 6, lesson 2 Pre-teaching vocabulary; also different ways of giving orders (not in the book)

Unit 14, lesson 2 Pre-teaching vocabulary. The teacher extended the exercise to suit the school situation: a) students reading the text in groups, to find words indicating the speaker was trying to get people to agree with him; b) situation transferred to meeting of school prefects, with the students giving their own reasons for choices. Students write on board and read out as they write.

Unless Joseph's report counters this, the effect given by the video is that very little of the step-by-step methodology given in the book is actually followed - but perhaps they simply videoed the "extra" things to show what they could contribute. I'd like to know more about the circumstances in which the video was made.

Lesson: Unit 3 Lesson 2

Class: Seconde L

Effective: 18

Duration: One hour.

What teacher will do

- Teacher will teach vocabulary
- He will teach the pronunciation and the meaning of the words.
- He will teach structure
- He will put us in groups
- He will explain the exercise to be done
- He will help the groups to work.
- He will speak only English.

What we (students) will do.

- We will repeat words after the teacher.
- We will make sentences with the words.
- We will write the words and the sentences in our exercise books
- We will work in groups.

Problem

-795-

- One student complained of not being used to Teacher's pronunciation

Suggestions for improvements

- Teacher must try to speak French sometimes

Teacher's points of view

- On the point that I did not teach any structure
 - There was no specific structure to teach in this lesson
- On the use of English only. This is true to a large extent because I am not so strong in French as I am a Ghana trained teacher of English where English is taught through English despite that whenever possible I speak French and encourage translation.
- On the question of pronunciation.
 - My pronunciation is different, but I always prove the accuracy of my pronunciation from a dictionary
 - I Pupils are already used to a wide variety of wrong pronunciations and as this is a 'literary' class I insist on correct pronunciation. It is up to the students to change.

What teacher did.

-796-

Teacher taught new words -

" " as the phonetic transcription of the new word

Teacher made some sentences and asked us to make sentences too -

He read part of the lesson -

He corrected our mistakes -

He spoke only English

He did not teach structure -

Feelings of students -

- Likes group work

- Feels lesson was well done -

- Happy and wants system to continue

Not happy when teacher speaks only English.

Propositions for improvement

- See next sheet.

9.1.6

Evaluation Synthesis

Reading Comprehension page 15

Date : Friday, December 13th Time : 3-4

Class : 1^{re} L

Teacher's activity : At the beginning I show them what silver is, I remind them of some words like national park - advertisement (I explain that by quoting radio)

Then I wrote 3 multiple choice questions on the blackboard. I split them into three groups and tell them to read the text carefully for 10' and find answers for the question.

Students' activity : After this silent reading, I choose the leader of the third group to report their answer. After their report, the other groups corrected.

The same groups continued with the matching exercises.

Then I asked them to answer 10 questions on the lesson. Here are some of their answers and remarks about the lesson.

- First, most of them said that the lesson was interesting and suggested that they would like me to continue like that for the next lessons. According to them, splitting the lesson into small parts is good and avoid ^{being} boring.

- Some of them wish I spoke slowly and explained some grammatical points. I think this point is useless since there is no grammar point blocking the comprehension. Besides I usually speak very slowly.

- Some others would like me to give them more exercises, to have some comprehension questions on the text. I entirely agree with them because it would give opportunity to discuss on the text and allow oral work.

- There are a few among them who would like me to speak French sometimes because they lack vocabularies and couldn't speak English. Later I would call them frequently and ask questions to them in order to sponsor them.

... time permitting

... said that this method of pair work and group work make them think deeply and compare their answers with their partner.

-798-

They dislike threat about buying books. They would like the teacher to be more friendly and make them compared to other school students

They would like songs, story-telling and more reading.

I personally think that this lesson was interesting because we covered it in less 45' and the answer to matching exercises came very easily. Some remarks are useful and could help to me to improve my performance.

TASK N°3 & 4

ALLADA 18-12-97

For the moment I have not met such a situation except some dull moment. At that time I have tried to make them sing for a few minutes. But during the reading in "Say what you mean"

I have some difficult words to explain.

After creating a situation, if they don't ~~get~~ the meaning I give some synonyms. If this doesn't work, I try explain in English. After all this if it is impossible to make them get the meaning, I simply give it in French.

This seems more accurate and avoid wasting time.

Am Jf

B. S / N 5 B 0

2101/ Description of a successful lesson.

-799-

The lesson I took for this experiment was Unit 3 Lesson 1.

The objective of the lesson was to enable pupils to complete the blank spaces in the text with acceptable words. To help them achieve this objective, I started by teaching the new words they would encounter in the passage. After this I told a story of a bush fire outbreak in a village. I then asked them to suppose that they were in the village and to suggest what things of value they might like to save from the village.

After a brief discussion of the above situation, I focused their mind on the passage to be read i.e. U.3 Lesson 1. I then put them into groups and asked them to do the work while I went round to help them

At the end of the period, we checked the answers of the groups by calling group secretaries to the blackboard to write down their answers. Then answers were discussed and where more than one alternative existed this was pointed out.

I considered the lesson a success because the result in comparison to their previous attempts proved better. Their marks ranged from

Group 1 : $13/20$, Group 2 : $14/20$

Group 3 : $15/20$ to Group 4 : $15/20$.

Previous lessons had not been so successful because some had even had great difficulty understanding what is to be done. I think that the results here were more encouraging because I have

been trying to explain to the class
how to find a lexical item from its
syntactic and also its semantic
environment. This, it appears, they
are getting to understand better

110 Nov 89 Inset Evaluation 1
 B liability showing the variation between the two observers
 13:16:38 Institute of Education Pyramid 90x UNIX BSD 4.3
 at pre-test.

T E S T -

GROUP 1 - OBFREX EQ 2		GROUP 2 - OBFREX EQ 3													
VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	* F VALUE	* 2-TAIL PROB.	* T VALUE	DEGREES OF FREEDOM	* 2-TAIL PROB.	* T VALUE	DEGR	FR			
PLANNING planning															
GROUP 1	18	14.3333	1.534	0.362											
GROUP 2	18	15.2222	1.478	0.348	1.08	0.879	-1.77	34	0.086	-1.77					
MEARELOB uses means appropriate for objectives															
GROUP 1	18	5.1111	0.832	0.196											
GROUP 2	18	6.4444	0.922	0.217	1.23	0.679	-4.55	34	0.000	-4.55					
LEARNINV reinforces and encourages learner involv															
GROUP 1	18	19.3889	2.500	0.589											
GROUP 2	18	19.7222	1.320	0.311	3.59	0.012	-0.50	34	0.620	-0.50					
EFUSERES efficient use of resources															
GROUP 1	18	5.7778	0.808	0.191											
GROUP 2	18	6.7222	1.127	0.266	1.95	0.180	-2.89	34	0.007	-2.89					
ENTHUS shows enthusiasm for teaching															
GROUP 1	18	8.0000	1.029	0.243											
GROUP 2	18	8.1111	0.963	0.227	1.14	0.789	-0.33	34	0.740	-0.33					
POSELCON helps learners develop positive self con															
GROUP 1	18	7.7222	1.127	0.266											
GROUP 2	18	8.3333	0.686	0.162	2.70	0.048	-1.96	34	0.058	-1.96					
CLIMAN classroom interaction management															
GROUP 1	18	8.3333	1.414	0.333											
GROUP 2	18	9.3889	1.243	0.293	1.29	0.601	-2.38	34	0.023	-2.38					
INFGAP build information gap in activities															
GROUP 1	18	6.1111	1.231	0.290											
GROUP 2	18	6.2778	1.074	0.253	1.31	0.579	-0.43	34	0.668	-0.43					
CLIPGTAB integration of pair and groupwork into t															
GROUP 1	18	2.4444	0.511	0.121											
GROUP 2	18	2.4444	0.511	0.121	1.00	1.000	0.00	34	1.000	0.00					
IBUSE models and monitors language use															
GROUP 1	18	6.6111	1.577	0.372											
GROUP 2	18	6.0556	0.236	0.056	44.76	0.000	1.48	34	0.149	1.48	17.76	0.157			
DIFFER takes accounts of individual differences															
GROUP 1	18	3.8889	0.471	0.111											
GROUP 2	18	4.3889	1.290	0.304	7.49	0.000	-1.54	34	0.132	-1.54	21.46	0.137			
ECKEFF checks effectiveness															
GROUP 1	18	3.8889	0.323	0.076											
GROUP 2	18	4.1111	1.183	0.279	13.38	0.000	-0.77	34	0.447	-0.77	19.53	0.451			
MLEARN communicates with learners															
GROUP 1	18	5.0000	1.029	0.243											
GROUP 2	18	4.8889	1.844	0.435	3.21	0.021	0.22	34	0.825	0.22	26.66	0.825			
SMAST subject matter mastery															
GROUP 1	18	5.2222	1.003	0.236											
GROUP 2	18	5.3333	1.029	0.243	1.08	0.918	-0.33	34	0.745	-0.33	33.98	0.745			

Appendix to Chapter 9 No 8b: variation between the two observers at posttest.

13:54:23		Institute of Education		Pyramid 90x		UNIX rev 4.3							
GROUP 1 - OBPREX		EQ	2										
GROUP 2 - OBPREX		EQ	3										

GROUP 1 - OBPRES EQ		2										
GROUP 2 - OBPRES EQ		3										
VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
OBSMARK observer mark at pre test												
GROUP 1	18	10.3611	1.122	0.264	1.23	0.679	-0.42	34	0.675	-0.42	33.65	0.675
GROUP 2	18	10.5278	1.242	0.293								
OBSMARKAB observer mark at post test												
GROUP 1	18	11.8333	2.029	0.478	1.12	0.813	-0.99	34	0.328	-0.99	33.89	0.328
GROUP 2	18	12.4861	1.914	0.451								

Variation between teachers and observer 1

GROUP 1 - OBPRES EQ		2										
GROUP 2 - OBPRES LT		2										
VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
OBSMARK observer mark at pre test												
GROUP 1	16	10.4444	1.170	0.198	2.42	0.034	-5.45	49	0.000	-4.56	19.00	0.000
GROUP 2	15	12.7667	1.821	0.470								
OBSMARKAB observer mark at post test												
GROUP 1	16	12.1333	1.972	0.529	1.02	0.997	-2.37	51	0.022	-2.38	31.82	0.024
GROUP 2	17	13.5294	1.948	0.473								

- - - T - TEST - - -

Variation between teachers and observer 2

GROUP 1 - OBPRES EQ		1										
GROUP 2 - OBPRES EQ		2										
VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
OBSMARK observer mark at pre test												
GROUP 1	15	12.7667	1.821	0.470	2.63	0.060	4.65	31	0.000	4.46	22.41	0.000
GROUP 2	18	10.3611	1.122	0.264								
OBSMARKAB observer mark at post test												
GROUP 1	17	13.5294	1.948	0.473	1.08	0.875	2.52	33	0.017	2.52	32.99	0.017
GROUP 2	18	11.8333	2.029	0.478								

- - - T - TEST - - -

Variation between teacher and observer 3

GROUP 1 - OBPRES EQ		1										
GROUP 2 - OBPRES EQ		3										
VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
OBSMARK observer mark at pre test												
GROUP 1	15	12.7667	1.821	0.470	2.15	0.136	4.18	31	0.000	4.04	23.99	0.000
GROUP 2	18	10.5278	1.242	0.293								
OBSMARKAB observer mark at post test												
GROUP 1	17	13.5294	1.948	0.473	1.04	0.940	1.60	33	0.120	1.60	32.81	0.120
GROUP 2	18	12.4861	1.914	0.451								

Appendix to Chapter 9 No 8d: Variation between teachers and observers

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Pyramid 90x

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GROUP 1 - DBPREX GE
GROUP 2 - DBPREX LT

2
2

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F 2-TAIL		POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
					VALUE	PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PLANNING planning												
GROUP 1	36	14.7778	1.551	0.259	1.27	0.540	5.71	52	0.000	5.49	30.75	0.000
GROUP 2	18	12.1111	1.745	0.411								
MEARELOB uses means appropriate for objectives												
GROUP 1	36	5.7778	1.098	0.183	1.87	0.117	0.46	52	0.645	0.42	26.41	0.679
GROUP 2	18	5.6111	1.501	0.354								
LEARNINV reinforces and encourages learner involv												
GROUP 1	36	19.5556	1.978	0.330	1.83	0.128	3.80	52	0.000	3.43	26.59	0.002
GROUP 2	18	17.1111	2.676	0.631								
EFUSERES efficient use of resources												
GROUP 1	36	6.2500	1.079	0.180	1.29	0.505	-0.09	52	0.932	-0.08	30.47	0.936
GROUP 2	18	6.2778	1.227	0.289								
ENTHUS shows enthusiasm for teaching												
GROUP 1	36	8.0336	0.984	0.164	1.01	1.018	5.09	52	0.000	5.10	34.28	0.000
GROUP 2	18	6.6111	0.979	0.231								
POSELCON helps learners develop positive self con												
GROUP 1	36	8.0278	0.971	0.162	1.86	0.119	2.89	52	0.006	2.61	26.44	0.015
GROUP 2	18	7.1111	1.323	0.312								
CLIMAN classroom interaction management												
GROUP 1	36	8.8611	1.417	0.236	1.16	0.680	2.31	52	0.028	2.26	31.87	0.031
GROUP 2	18	7.8889	1.530	0.361								
INFBAP build information gap in activities												
GROUP 1	36	6.1944	1.142	0.190	1.20	0.708	2.17	52	0.035	2.23	37.02	0.032
GROUP 2	18	5.5000	1.043	0.246								
CLIPGTAB integration of pair and groupwork into t												
GROUP 1	36	2.4444	0.504	0.084	4.57	0.002	3.10	52	0.003	3.86	51.88	0.000
GROUP 2	18	2.0556	0.236	0.056								
LANGUAGE models and monitors language use												
GROUP 1	36	6.3333	1.146	0.191	1.92	0.151	5.30	52	0.000	5.90	45.15	0.000
GROUP 2	18	4.7222	0.826	0.195								
INDIFER takes accounts of individual differences												
GROUP 1	36	4.1389	0.990	0.165	7.62	0.000	-1.80	52	0.077	-1.38	19.26	0.177
GROUP 2	18	5.0556	2.733	0.644								
CHECKEFF checks effectiveness												
GROUP 1	36	4.0000	0.862	0.144	2.57	0.018	1.82	52	0.075	1.56	27.82	0.130
GROUP 2	18	3.4444	1.381	0.326								
COMLEARN communicates with learners												
GROUP 1	36	4.9444	1.472	0.245	1.56	0.329	3.06	52	0.003	3.30	41.59	0.002
GROUP 2	18	3.7222	1.179	0.278								
SUBMAST subject matter mastery												
GROUP 1	36	5.2778	1.003	0.167	1.58	0.245	4.75	52	0.000	4.39	28.06	0.000
GROUP 2	18	3.7778	1.263	0.298								

Appendix to Chapter 9 No 8e: Posttest observation variation between teachers and observers

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GROUP 1 - DBPREX GE 2
GROUP 2 - DBPREX LT 2

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F 2-TAIL		* POOLED VARIANCE ESTIMATE *			* SEPARATE VARIANCE ESTIMATE *		
					VALUE	PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PLANNAB planning												
GROUP 1	36	12.6667	1.986	0.331	1.12	0.820	1.68	52	0.097	1.71	35.97	0.096
GROUP 2	18	11.7222	1.873	0.441								
MERLOBAB uses means appropriate for objectives												
GROUP 1	36	5.1389	0.961	0.160	2.86	0.008	0.53	52	0.583	0.47	23.11	0.644
GROUP 2	18	4.9444	1.626	0.383								
LRNINAB reinforces and encourages learner involv												
GROUP 1	36	17.5833	2.183	0.364	1.34	0.529	2.35	52	0.023	2.47	38.91	0.018
GROUP 2	18	16.1667	1.886	0.445								
EFURESAB effective use of resources												
GROUP 1	36	5.6389	1.246	0.208	2.01	0.126	1.27	52	0.211	1.42	45.86	0.162
GROUP 2	18	5.2222	0.878	0.207								
ENTHUSAB shows enthusiasm for teaching												
GROUP 1	36	7.3889	1.400	0.233	2.20	0.085	1.67	52	0.101	1.90	47.24	0.064
GROUP 2	18	6.7778	0.943	0.222								
POSCONAB helps learners develop positive selfconc												
GROUP 1	36	7.5278	1.464	0.244	1.78	0.207	1.78	52	0.082	1.93	43.82	0.057
GROUP 2	18	6.8333	1.098	0.259								
CLIMANAB classroom interaction management												
GROUP 1	36	8.8611	1.988	0.331	3.28	0.011	2.70	52	0.009	3.24	51.37	0.002
GROUP 2	18	7.5000	1.098	0.259								
INFGAPAB builds information gap in activities												
GROUP 1	36	5.1389	0.961	0.160	1.35	0.446	1.23	52	0.223	1.17	29.97	0.250
GROUP 2	18	4.7778	1.114	0.263								
CLIPGTAB integration of pair and groupwork into t												
GROUP 1	36	2.4444	0.504	0.084	4.57	0.002	3.10	52	0.003	3.86	51.88	0.000
GROUP 2	18	2.0556	0.236	0.056								
ANGUSAB models and monitors language use												
GROUP 1	36	5.2222	0.959	0.160	3.52	0.008	3.21	52	0.002	3.88	51.71	0.000
GROUP 2	18	4.4444	0.511	0.121								
INDIFRAB takes accounts of individual differences												
GROUP 1	36	3.4722	0.845	0.141	1.78	0.146	2.74	52	0.008	2.49	26.85	0.019
GROUP 2	18	2.7222	1.127	0.266								
CHEKEFAB checks effectiveness of teaching												
GROUP 1	36	3.4444	1.182	0.197	2.27	0.074	3.24	52	0.002	3.70	47.69	0.001
GROUP 2	18	2.4444	0.784	0.185								
CLEARAB communicates with learners												
GROUP 1	36	4.4722	1.464	0.244	3.34	0.007	2.93	52	0.005	3.33	51.73	0.001
GROUP 2	18	3.3889	0.778	0.183								
SBMASTAB subject matter mastery												
GROUP 1	36	4.5278	1.647	0.275	1.92	0.132	1.97	52	0.034	2.20	45.13	0.033
GROUP 2	18	3.6667	1.188	0.280								

When the reliability was computed using pretest and posttest together the following result was obtained.

Table: Reliability analysis, 28 items: scale all

Source of variation	sum of sq.	df	mean square	chi-square	prob
between people	910,6012	53	17,1812		
within people	10738,3929	1458	7,3652		
between measures	7867,7163	27	291,3969	10,68,2359	,000
residual	2870,6766	1431	2,0061		
total	11648,9940	1511	7,7095		
grand mean =	4,7480				
coefficient of concordance w=	0,6754				
reliability coefficient 28 items					
alpha =88,32	standardized item alpha= ,8994				

On the basis of this reliability analysis and on the basis of the reasonable agreement between observers and even between observers and teachers(observed) particularly at posttest it was thought that any difference between groups might well be a reasonable indication of genuine evolution of the two groups. The t-tests between groups were then computed.

6-1-1-2-4-3 t-tests of difference between groups

Appendix to Chapter 9 No 9 extra: SPSSX coding and programme for the analysis of the teacher performance appraisal results

60 0 1308 1991 Eunice Page 1

handle dataname = 'all.dat'
handle svfile/name = 'all.sys'
'Insert Evaluation 1'

list file=data records=2

tiden 1-2 sex 3 provide 4 sch 5-6 clastype 7 grstat 8 tstatus 9
obprex 10 pio 11 picomat 12 piproc 13 piprocas 14 plavar 15 idcap 16
idstyle 17 efcheck 18 efrev 19 relmetap 20 relmapra 21 comclie 22
comcia 23 comuse 24 relifbac 25 relicie 26 relipro 27 relipart 28
relipctr 29 relicred 30 relinter 31 masco 32 maslaw 33 maslita 34
orgite 35 orguseq 36 entsucom 37 entusi 38 entconf 39 poscowa 40
poscosen 41 poscopeu 42 clitabe 43 clitmad 44 clitcfr 45 clitech 46
climepcop 47 clipgwt 48 clumgcom 49 clumtalk 50 obsmark (f5.2)
testype 56 timob 57
obpro 10 ploab 11 picomab 12 piprocab 13 plpasab 14 plavarab 15
idcapab 16 idstyab 17 efcheab 18 efrevab 19 relmapab 20 relmapra 21
coclieab 22 comcliab 23 comuseab 24 relifbab 25 reliclab 26 reliprab 27
reliprab 28 relicrab 29 relicrab 30 relintab 31 mascab 32 maslab 33
maslita 34 orgitab 35 orgueqab 36 entcomab 37 entslab 38 entcfab 39
poscwab 40 poscnab 41 poscpab 42 clitabab 43 clitmdab 44 clitcrab 45
clitechab 46 clicpab 47 clipgtab 48 clugcab 49 cluptab 50 cbmarkab (f5.2)
obtypab 56 timobab 57
ble labels tident 'teacher identification number'
sex 'teacher sex'
provec 'province number'
sch 'school number'
clastype 'options taken by students'
grstat 'group status'
tstatus 'teacher status'
obprex 'pretext observer number'
pio 'plans lessons specifying learning objectives'
picomat 'specifies content materials and media for lessons'
piproc 'specifies procedures'
piprocas 'specifies how to assess learner progress'
plavar 'plans activities at a variety of levels'
idcap 'takes account of differences in learner capacities'
idstyle 'takes account of differences in learner styles'
efcheck 'checks effectiveness of teaching'
efrev 'revises teaching using evaluation results'
relmetap 'method appropriate to learning environment'
relmapra 'equipment and aid provides appropriate practice'
comclie 'clear instruction and explanation'
comcia 'clarifies instruction and explanation if needed'
comuse 'uses responses and questions from students'
relifbac 'provides feedback to learners'
relicie 'uses acceptable and clear expressions'
relipro 'gets learners involved from the start'
relipart 'provides opportunities for learners participation'
relipctr 'acknowledges pupils contribution'
relicred 'gives credit for correct part of pupils answers'
relinter 'maintains interest and involvement throughout'
masco 'competence in subject matter'
maslaw 'awareness of language through error handling'
maslita 'help learners see purpose of topics and activities'
orgite 'effective use of instructional time'
orguseq 'timely use of equipment aids handouts and space'
entsucom 'communicates personal enthusiasm'

Appendix to Chapter 9 No 9 extra: visiting inspector's
(4) assessment of a sample of teachers at posttest
class observations.

Teachers . Other observers. Visiting Inspector

No.	Status.	1	2	3	4
4.	1	.11.00	.14.00	.15.00.	.15.00 .
6.	1	.17.00	.15.00	.14.00.	.14.00 .
7.	2	.12.50	.09.00	.09.00.	.09.00 .
9.	2	.09.00	.09.00	.09.00.	.11.00 .
12.	1	.99999	.09.50	.11.50.	.12.50 .
13.	1	.14.50	.14.00	.15.00.	.15.00 .
14.	2	.14.00	.14.00	.12.50.	.13.50 .
15.	1	.13.00	.13.50	.12.50.	.14.00 .
17.	1	.14.50	.14.00	.15.00.	.15.00 .

Legend: status: 1 = experimental; 2 = control
observers: 1 = observed teacher
2 = first observer
3 = second observer

Note: It is noted that the visiting observer's
marks are equal or higher than the highest
mark given by observers in most cases.
The difference however between these marks
are however insignificant as it is never more than
one mark and is generally about half a mark.

entusll 'stimulates learners interest in subject and lesson'
entconf 'conveys confidence'
poscowa 'warm and boosts learners positive selfconcept'
poscosen 'sensitivity to learners feelings and needs'
poscopen 'shows patience empathy and understanding'
clitabe 'maintains appropriate classroom behaviours'
clitmad 'manages disruptive classroom behaviours'
cliticr 'promotes comfortable interpersonal relationship'
clitech 'varies techniques for learning activities'
clmepcop 'meaningful presentation of lang and com practice'
clipgwt 'integration of pair group work into teaching'
clungcom 'use language to generate genuine communication'
clumtalk 'increases pupil talk reduces teacher talk'
obsmark 'observer mark at pre test'
testype 'test type'
timdb 'time of observation'
obpox 'post test observer number'
ploab 'plans lessons specifying learning objectives'
plcomab 'specifies content and materials for lessons'
plprocab 'specifies procedures'
pipasab 'specifies procedures for assessing learners progress'
plavarab 'plans activities at a variety of levels'
idcapab 'takes account of learners differences'
idstyab 'takes account of different learning styles'
efcheab 'checks effectiveness of teaching'
efrevab 'revises teaching using evaluation results'
nelmapab 'method appropriate to learning environment'
nelmpreb 'equipment and aid give appropriate practice'
coclieab 'clear instruction and explanation'
comciab 'clarifies instruction and explanation if needed'
comuseab 'uses responses and questions from students'
nelifbab 'provides feedback to learners'
neliclab 'uses acceptable and clear responses'
neliprab 'get learners involved from the start'
neliptab 'provides opportunities for learners participation'
nelicab 'acknowledges pupil contribution'
nelicrab 'gives credit to correct part of pupil answer'
nelintab 'maintains learners interest involvement throughout'
smascab 'competence in subject matter'
smaslab 'awareness of language through error handling'
smasitab 'shows learners purpose of topics activities'
origitab 'uses instructional time effectively'
orguegab 'timely use of equipment aids layouts space'
entccwab 'communicates personal enthusiasm'
entsliab 'stimulates learners interest in subject and lesson'
entctab 'conveys confidence'
poscnwab 'warm helps learners positive selfconcept'
poscnab 'sensitivity to learners needs and feelings'
poscpeab 'patience empathy and understanding'
clitabab 'maintains appropriate classroom behaviour'
clitndab 'manages disruptive behaviour'
clitcrab 'promotes comfortable interpersonal relation'
clitechab 'varies techniques for learning activities'
clcopab 'meaningful presentation of lang com pract'
clipgtab 'integration of pair and group work into teaching'
clugcab 'uses language to generate genuine communication'

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cluptab 'increased pupil talk reduces teacher talk'
obmarkab 'observer mark at post test'
obtypab 'type of observation'
timdbab 'time of observation'

value labels

```
sex 1 'male' 2 'female' /
proyce 1 'mono' 2 'oueme' 3 'zou' 4 'atlantique' /
schh 1 'apihoue' 2 'come' 3 'grand popo' 4 'avrankou'
5 'adjohoun' 6 'leon bourgine' 7 'abomey' 8 'cove'
9 'savalou' 10 'oudah' 11 'oudah2' 12 'abcalavi'
13 'cpa2sekou' 14 'allada' /
clastype 1 'arts-1' 2 'science-bg' 3 'mathphysics-st' /
grstat 1 'experimental' 2 'control' /
tstat 1 'trained teacher' 2 'untrained teacher' /
obprex 1 'teacher himself or herself'
2 'adrian sewell' 3 'aliochenou sebastien'
4 'joseph akoha' 5 'medegan ambroise et al' /
plo to clumtalk 1 'very satisfactory' 2 'satisfactory'
3 'somewhat of a problem' 4 'a major problem'
5 'not seen during the observation' 7 'refuse to answer' /
testype 1 'pretest' 2 'post test' /
timdb 1 'morning' 2 'afternoon' /
obpox 1 'teacher himself or herself'
2 'adrian sewell' 3 'aliochenou sebastien'
4 'medegan ambroise et al' /
ploab to cluptab 1 'very satisfactory' 2 'satisfactory'
3 'somewhat of a problem' 4 'a major problem'
5 'not seen during the observation' 7 'refuse to answer' /
obtypab 1 'pretest' 2 'post test' /
timdbab 1 'morning' 2 'afternoon' /

missing value plo to timdbab (9) / obsmark obmarkab (999.99)
recode plo to clumtalk (1,2=1) (3,4,7,9=0)
recode ploab to cluptab (1,2=1) (3,4,7,9=0)
compute plannng=plo + plcomat + plproc + plprocas + plavar
compute indifef=idcap + idstyle
compute checkef=efcheck + efrev
compute mearel=relmatap + relmapra
compute comlearn=conclie + comcla + comuse
compute learnlv=relifbac + relicle + relipro + relipart + relipctr
+ relicred + relinter
compute submast= smasco + smaslaw + smasita
compute efuseres=orgite + orguseq
compute enthuse=entsucom + entusil + entconf
compute poselcon=poscowa + poscosen + poscopeu
compute climar=clitabe + clitmad + clitcir
compute clipgwt=clipgwt
compute infgap=clitech + climepcop
compute languse=clumcom + clumtalk
compute plannab=ploab + plcomat + plprocab + plprocas + plavarab
compute indifrab=idcapab + idstyab
compute chekefab=efcheab + efrevab
compute merlobab=relmapab + relmapra
compute clearnab=conclieab + comclab + comuseab
compute lrvnvab=relifbab + reliclab + reliprab + reliptab
+ relicrab + relicrhab + relintab
compute sbmastab=smasclab + smasitab
```

```

value labels
  place to clip
temporary
select if (obprex eq 1) (1,2)
  test group = tstatus obmark
  /variables= obmark ob
save outfile = svfile
finish

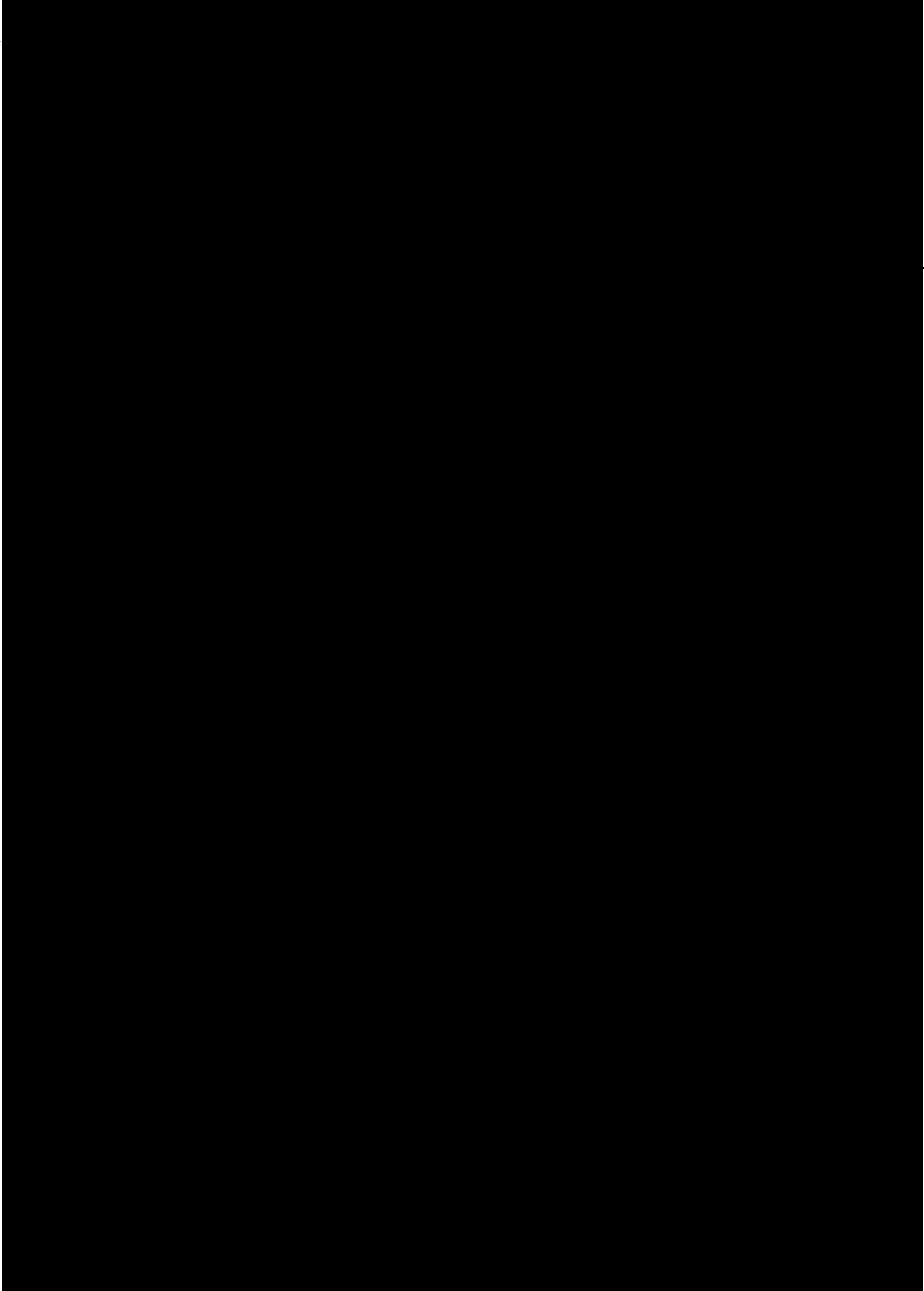
```

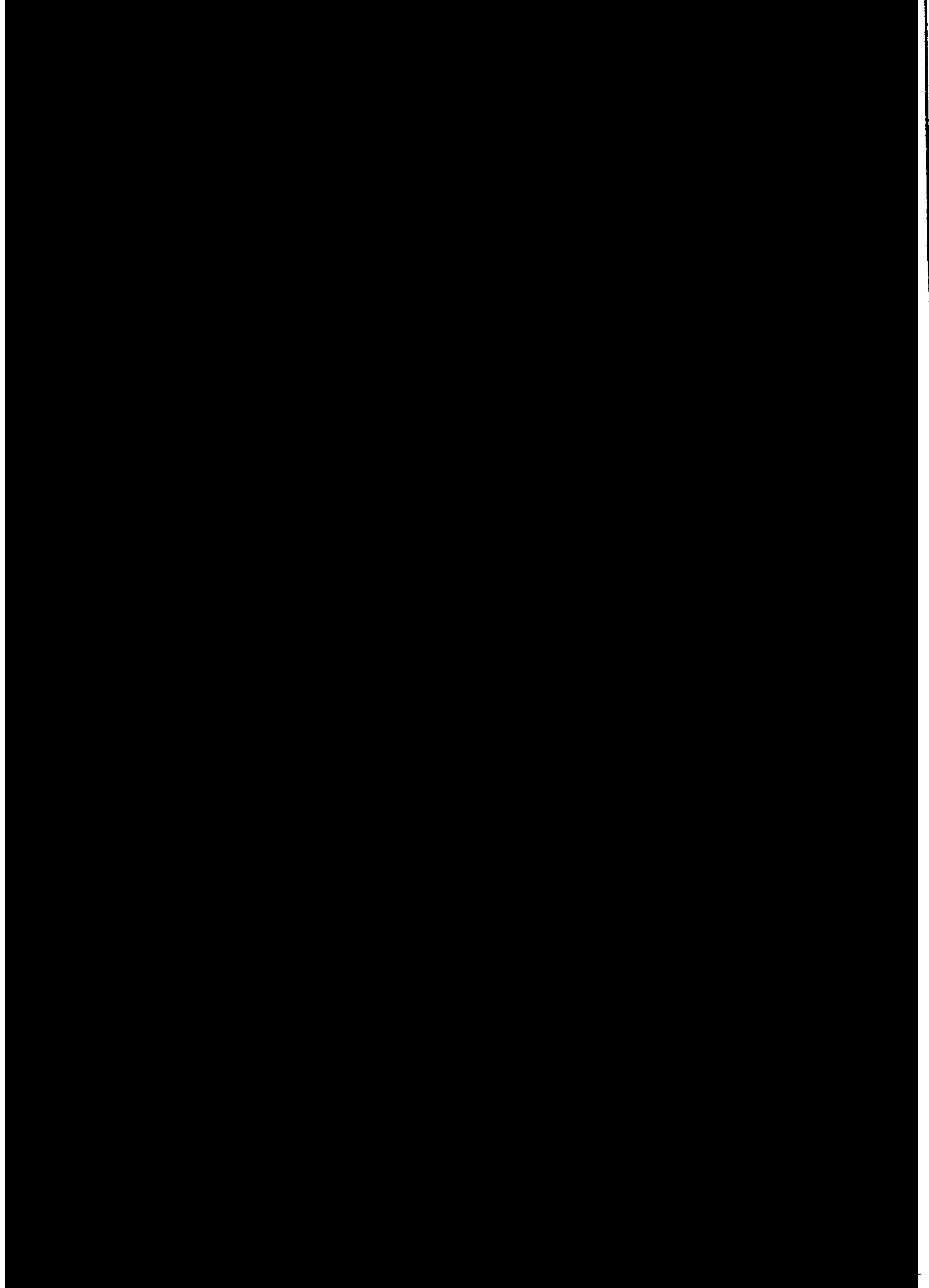

Appendix to Chapter 9 No 11: Mann-Whitney test for pupils' ratings of teachers' performances: comparison of experimental and control groups' evaluation.

Teacher	Class	Exp. Group	Control Group	U	W	Z	P	Significance	Remarks
Teacher 1	6A	111	130	15120	23831	-0.005	0.6557	0.50	
Teacher 2	6B	145	135	14490	26772	-0.0002	0.9998	0.50	
Teacher 3	6C	146	134	14725	26435	-0.0060	0.9939	0.50	
Teacher 4	6D	147	133	14828	26375	-0.0430	0.6538	0.50	
Teacher 5	6E	148	132	14431	27151	-1.5003	0.1375	0.05	
Teacher 6	6F	149	131	13891	27351	-1.7730	0.0485	0.01	
Teacher 7	6G	150	130	12810	27880	-3.0001	0.0022	0.01	
Teacher 8	6H	151	129	14100	27145	-1.5806	0.1140	0.50	
Teacher 9	6I	152	128	14080	27479	-1.0706	0.2816	0.50	
Teacher 10	6J	153	127	15313	26028	-0.3813	0.7023	0.50	
Teacher 11	6K	154	126	14719	25700	-1.2812	0.2044	0.50	
Teacher 12	6L	155	125	15716	26235	-0.6401	0.5258	0.50	
Teacher 13	6M	156	124	15165	26880	-2.5008	0.0123	0.01	
Teacher 14	6N	157	123	16319	26165	-2.0339	0.0412	0.05	
Teacher 15	6O	158	122	16400	26035	-1.9211	0.0532	0.05	
Teacher 16	6P	159	121	16199	26115	-1.7730	0.0782	0.05	
Teacher 17	6Q	160	120	16288	26000	-1.6000	0.1095	0.05	
Teacher 18	6R	161	119	16365	25675	-2.0282	0.0415	0.05	
Teacher 19	6S	162	118	16230	25800	-1.2216	0.2246	0.50	
Teacher 20	6T	163	117	16100	25915	-1.0208	0.3086	0.50	
Teacher 21	6U	164	116	16000	25800	-0.9000	0.3643	0.50	
Teacher 22	6V	165	115	15800	25700	-0.8000	0.4207	0.50	
Teacher 23	6W	166	114	15600	25600	-0.7000	0.4793	0.50	
Teacher 24	6X	167	113	15400	25500	-0.6000	0.5398	0.50	
Teacher 25	6Y	168	112	15200	25400	-0.5000	0.6064	0.50	
Teacher 26	6Z	169	111	15000	25300	-0.4000	0.6755	0.50	
Teacher 27	7A	170	110	14800	25200	-0.3000	0.7420	0.50	
Teacher 28	7B	171	109	14600	25100	-0.2000	0.8090	0.50	
Teacher 29	7C	172	108	14400	25000	-0.1000	0.8745	0.50	
Teacher 30	7D	173	107	14200	24900	0.0000	0.9414	0.50	
Teacher 31	7E	174	106	14000	24800	0.1000	0.9590	0.50	
Teacher 32	7F	175	105	13800	24700	0.2000	0.9755	0.50	
Teacher 33	7G	176	104	13600	24600	0.3000	0.9900	0.50	
Teacher 34	7H	177	103	13400	24500	0.4000	0.9990	0.50	
Teacher 35	7I	178	102	13200	24400	0.5000	1.0000	0.50	

Appendix chapter 9 No 12: Teachers' views on the applicability of aspects of communicative language teaching to the classroom context of Benin

aspects	citations							
	count				%			
	gene- ral	experi- mental	con- trol	trai- ners	gene- ral	experi- mental	con- trol	trai- ners
a) inapplicable aspects								
-teaching grammar communicatively	2	1	1	0	10	8	17	0
-grouping pupils	1	1	0	0	5	8	0	0
-preparing materials from home	1	1	0	0	5	8	0	0
b) fairly applicable aspects								
-pair/groupwork	6	2	4	0	30	17	67	0
-reading aloud	3	1	2	0	15	8	33	0
-meaningful presentation of grammar and lexis	1	0	1	0	5	0	17	0
-class discussion	1	1	0	0	5	8	0	0
c) fully applicable aspects								
-pairwork and pair discussion	16	12	4	2	80	100	67	100
-groupwork	14	10	4	0	74	83	67	0
-teaching language skills	11	8	3	0	55	67	50	0
-task based activities	10	7	3	0	50	58	50	0
-role play and dialogue	9	5	4	0	45	42	67	0
-reduced teacher talk	8	5	3	0	40	42	50	0
-all aspects	8	5	3	0	40	42	50	0





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4.3 Channel

4.3.1 Bilateral (interactive)

☐ face to face

☐ telephone

☐ radio contact

☐ print

4.3.2 Unilateral

☐ face to face

☐ P.A. system

☐ radio

☐ TV

☐ recording

☐ film

☐ print

Checklist III: Course Design Constraints

5.0 The school or institution

5.1 Level

☐ Elementary

☐ Secondary

☐ Tertiary

☐ Other (adult education, government training institution, etc.)

5.2 Sector

☐ Private school

☐ Publicly funded school

☐ Government funded school

☐ Business-owned school

6.0 The teaching staff

6.1 Total number _____

6.2 Teachers' qualifications and experience _____

7.0 Equipment available

☐ Tape recorders

☐ Overhead projectors

☐ Filmstrip projectors

☐ Film projectors

- ☐ Full language lab
☐ Duplicating service
☐ Other

8.0 Class size and timetable

8.1 Average number of pupils per class _____

8.2 Hours per week of instruction _____

8.2.1 In class _____

8.2.2 In lab _____

8.3 Construction of the timetable (provide details) _____

PART B: Syllabus Specification Checklists

Checklist I: Language Functions

(A) Expressing truth values (ideational meaning)

1. Factual information

1.1 identifying

1.2 reporting through description

1.3 reporting through narration

1.4 correcting

2. Argument

2.1 expressing agreement/disagreement

2.2 confirmation/denial

3. Likelihood

3.1 expressing possibility/impossibility

3.2 expressing probability/improbability

3.3 expressing logical conclusions (deduction)

3.4 expressing prediction and predictability

4. Attitudes to truth

4.1 positive: expressing certainty/uncertainty

4.2 intermediate: expressing conjecture

4.3 weak: expressing doubt

4.4 negative: expressing disbelief

5. Seeking information

5.1 questioning, inquiring

Useful phrases for students: e.g. Sorry? _____

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(c) Now listen to the tape and see what happens when one student did not understand something that another student had said. The teacher is getting them to practise talking about the future, using the present continuous form for planned events and the 'will' form to express uncertainty.



Classroom language

In Unit 1, each set of tables had a heading, e.g. INTRODUCING YOURSELF. In this Unit, there are spaces for *you* to write suitable headings, marked thus:

Begin by writing the headings.

From the substitution* tables below you can make a lot of different correct sentences by selecting one word or phrase from each section and reading across. How many different sentences can you make from each substitution table? Practise saying them out loud, as fluently and naturally as possible. Then say them again, slightly more clearly but without changing the stress and intonation and using gestures appropriate to a beginners' class. Be careful not to stress any forms that are normally weak, just because you are speaking to beginners.

1

Right! Now! OK! Quiet, now, please.	I'm going to I'll Listen while I	call the roll. take the register. call your names. see if you're all here.
	Let's see	who's absent. who is absent. if everyone's here. if anyone's away.

2

Is	anybody absent? everybody here?	(Yes, Lee is.) (Yes, I think so.) (No, I think Lee is away.)
----	------------------------------------	--

3

Where	's Mr Zand? are Rosa and Kumah?	(Sorry, I don't know.) (Oh, he's coming in a minute.) (They're just coming.)
-------	------------------------------------	--

4

Does anyone know Does anybody know Who knows Can anyone tell me	where	Lee is? Pari and Rosa are?	(No, I'm sorry, I don't.)
	when	Gustav will be back?	(Perhaps he/she ...)



Now practise the items below in pairs. One person take the part of the teacher, the other take the student's part. Then change over. Notice that some are alternative forms which have the same meaning. Add to the language suggested here to make a natural sounding conversation. Rephrase wherever you can.

Guided Reply?

1. Do you read the *Daily News* editorials?

20. No. { The *Times* is the paper whose editorials I read.

No. { The paper whose editorials I read is the *Times*.

2. Are you familiar with Burma's problems?

No. { Thailand is the country whose problems I am familiar with.

No. { The country whose problems I am familiar with is Thailand.

3. Did you fly over here on a United Airlines plane?

4. Are you taking Professor Wiley's course?

Communicative drills provide John Carroll's "problem-solving" situation in which the student must find... appropriate verbal responses for solving the problem, 'learning' by a trial-and-error process, to communicate rather than merely to utter the speech patterns in the lesson.⁸ We are clearly working within a level of language that involves thought and opinion, and teaching it in a way which necessitates an understanding of the essential elements of what is being learned. It is a very different experience from mechanical drilling. It is practice in performance by practice in generating new utterances in order to internalize the rules of the grammar.

It should be emphasized that these drills do not involve free communication, and that if that is the ultimate goal of the class, then these drills should be followed by interaction activities, situations so structured that the students learn through free communication with their peers. Interaction activities are discussed in Chapter 2.

A TYPOLOGY OF STRUCTURAL PATTERN DRILLS⁹

Introduction

Few texts will incorporate a complete sequence of mechanical, meaningful, and communicative drills. Audio-lingually oriented texts primarily contain mechanical drills; cognitive code-oriented texts

⁸ Rutherford, p. 219.

⁹ John B. Carroll, *The Study of Language* (Cambridge, Massachusetts: Harvard University Press, 1953), p. 188.

¹⁰ This part of the chapter is based on the article "A Typology of Structural Pattern Drill," by Bruder and Paulston, forthcoming in *Studia Anglica*.

typically lack any mechanical drills, and the learner has to supplement his text with those drills which are missing. A typology of drills is a useful guide to constructing drills, and it is to that purpose that we include the following discussion of types of drills.

Types of drills refer to the type of restructuring of a model, what Francis Johnson has named the "restructuring range."¹⁰ The restructuring range indicates the type of rearrangement and the complexity of this rearrangement which the learner goes through in order to arrive at a response.

What follows is a discussion of our typology of structural pattern drills. The basic criterion for assigning drills to the various types is in terms of the types of restructuring.

Here is an overview of the total typology:

- I. Repetition Drills
 - A. Verbatim repetition
 - B. Open-ended repetition
 - C. Dialogue repetition
- II. Discrimination Drills
 - A. Pattern recognition
 - B. Context recognition
 - C. Function coding
- III. Alternation Drills
 - A. Morpho-lexical Drills
 1. Single slot substitution
 2. Double slot substitution
 3. Multiple slot substitution
 4. Moving slot substitution
 5. Correlative substitution
 - a. simple
 - b. complex
 - B. Syntactic Drills
 1. Expansion
 2. Completion
 3. Reduction
 4. Transformation
 5. Integration
- IV. Reply
 - A. Two Stage Drills
 1. Short answer

2. Comprehension questions
 3. Rejoinder
 4. Comment
 5. Free response
- B. Three Stage Drills

We have included several examples of the various types in order to demonstrate their use at different levels in the curriculum. The designation T-1, T-2, T-3 refers to approximate TOEFL level of students' proficiency: T-1 250; T-2 350; T-3 450, i.e., very beginning, beginning, and intermediate. Advanced students should not be doing these types of drills.

I. Repetition Drills

Repetition drills are just what they sound like, plain repetition of the cue. By varying the nature of the cue, one can achieve different subtypes of repetition drills.

One might well question the justification for including mindless parroting in a language class. In the first place, the teacher must make very sure that it is not mindless parroting. Students can do some of these drills without understanding them and the teacher therefore has to make extra sure that they do understand. As for justification, these drills serve two purposes. At the beginning stages of language learning, repetition drills are very useful in building up "kinetic memory," i.e., for the training of the perceptual motor skills. We have forgotten the rules for the word order of the French oblique personal pronouns but we can still use them correctly, the tongue trips along its memorized path, as it were. We suspect that the function of kinetic memory in language learning is more important than what it presently is given credit for being, and repetition drills are excellent for its development.

As Francis Johnson has pointed out, part of language learning is also the ability to control increasing amounts of language in mechanical manipulation.¹¹ Beginning students can remember and repeat only relatively short sentences. Repetition drills of steadily increasing lengths are very useful for developing auditory memory, for increased competence in recognition and recall of long utterances of language.

¹¹ Ibid.

A. Verbatim Repetition

The students repeat the cue exactly as given. The drills are useful in teaching subject-verb agreement, adjective-noun order and word order in general.

T-1	NP + BE + adjective	(Mechanical)
Repeat:	The campus is confusing. The boy is handsome. The house is white. The car is small. ¹²	
T-2	There + BE + NP	(Mechanical)
Repeat:	There's a good restaurant down the street. There's a drug store in the next block. There are some new students in the class.	

Verbatim repetition tends to be very boring for more advanced students; but by increasing the length of the utterances as the students increase in proficiency, the students' memory is challenged and the drills seem to be regarded as games.

T-3	Perfect modals -- negative	(Mechanical)
Listen:	I didn't see Judy at the party.	
Repeat:	She may not have been there—she had to finish a paper.	
Listen:	John wasn't in class when it began.	
Repeat:	He might not have been on time—he overslept this morning.	
Listen:	I got up late, so I didn't go to the store for a <i>New York Times</i> .	
Repeat:	They might not have had any during the truckers' strike.	

B. Open-ended Repetition (Chain Drills)

These drills are done individually and each student repeats all the responses prior to his own and adds his own piece of information. Since the students tend to regard them as games, they work well for extra practice on complicated patterns when verbatim repetition might be rejected. The drills also require the students to listen to each other, and attention is diverted from the fact that they are drilling and toward actual use of the language.

¹² All further drills in this chapter, unless footnoted, come from Mary Newton Bruder, *MMC → Developing Communicative Competence in English as a Second Language* (Pittsburgh: University of Pittsburgh,) University Center for International Studies, 1974).

Appendix chapter 9 No. 14: Teachers' likes and dislikes of the INSET implementation

aspects	citations	
	total	first priorities
a) likes		
-logistic organisation	12	11
-feedback discussion and workshops	12	9
-trainers' observation of class practice	11	10
-residential seminars	10	8
-relaxed atmosphere of collaboration		
with no pressure from outside	7	7
-all aspects of the implementation	5	5
b) dislikes		
-too much work in too short a time	3	2
-lack of model lessons from trainers	2	2
-too much theory	2	1
-too much paper filling	1	1
-lack of adherence to programme	1	1

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SUMMARY TABLE

ACTION		VARS		WILKS'		SIG.		LABEL					
DELETED FROM		IN		LAMBDA									
1	RECTOR	1	.77143	.0032	kind of job done by caretaker								
2	RECTOR	2	.64653	.0007	reads english fluently								
3	RECTOR	3	.56084	.0003	frequency of tuition								
4	RECTOR	4	.53341	.0005	personal english study time								
5	RECTOR	5	.50930	.0007	caretaker job status								
6	RECTOR	6	.49064	.0012	availability of audiovisual technology								

CANONICAL DISCRIMINANT FUNCTIONS

DELETED FROM		VARS		WILKS' LAMBDA		SIG.		LABEL					
DELETED FROM		IN		LAMBDA									
1	RECTOR	1	.77143	.0032	kind of job done by caretaker								
2	RECTOR	2	.64653	.0007	reads english fluently								
3	RECTOR	3	.56084	.0003	frequency of tuition								
4	RECTOR	4	.53341	.0005	personal english study time								
5	RECTOR	5	.50930	.0007	caretaker job status								
6	RECTOR	6	.49064	.0012	availability of audiovisual technology								

WILKS' LAMBDA CHI-SQUARED D.F. SIGNIFICANCE

DELETED FROM IN LAMBDA CHI-SQUARED D.F. SIGNIFICANCE

FUNC 1

STRUCTURE MATRIX:

TABLE 1 WITHIN-GROUP CORRELATIONS BETWEEN DISCRIMINATING VARIABLES
(VARIABLES ORDERED BY SIZE OF CORRELATION WITHIN FUNCTION)

RECTOR	0.77143
RECTOR	0.64653
RECTOR	0.56084
RECTOR	0.53341
RECTOR	0.50930
RECTOR	0.49064

RECTOR

FUNC 1

RECTOR	-0.53421
RECTOR	0.34313
RECTOR	0.32715
RECTOR	0.32715
RECTOR	0.32715
RECTOR	-0.31908
RECTOR	0.27667
RECTOR	0.21232
RECTOR	0.14899
RECTOR	0.14033
RECTOR	-0.13654
RECTOR	0.08904
RECTOR	-0.06079
RECTOR	0.02920

CANONICAL DISCRIMINANT FUNCTIONS EVALUATED AT GROUP MEANS (GROUP CENTROIDS)

GROUP	FUNC 1
1	0.52728
2	-1.89349

Appendix to Chapter 9 No 16: Discriminant analysis on Classroom environment variables.

SUMMARY TABLE

STEP ENTERED	ACTION REMOVED	WILKS' LAMBDA		SIG.	LABEL
		IN	LAMBDA		
1	CHOT	1	.95104	.0117	too hot in class
2	ROFDEM	2	.91534	.0038	room for demonstration in front of whole
3	ROFGRUP	3	.89965	.0041	room for group formation
4	POSTTEST	4	.88586	.0044	post-test
5	ENGCLUB	5	.86937	.0038	english club in school
6	TEACHREG	6	.85651	.0038	regularity of current teacher
7	TEACHAV3	7	.84645	.0044	teacher availability third year
8	AVEBK	8	.83621	.0049	availability of other books in english

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	FUNCTION	AFTER WILKS' LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1*	0.19587	100.00	100.00	0.4047078	:	0	0.8362116	22.001	8 0.0049

1 MARKS THE 1 CANONICAL DISCRIMINANT FUNCTIONS REMAINING IN THE ANALYSIS.
STRUCTURE MATRIX:

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

FUNC 1	
CHOT	0.53664
ROFGRUP	-0.45113
ROFDEM	0.46183
AVEBK	0.29197
ENGCLUB	0.32716
TEACHAV3	0.32106
TEACHREG	-0.33690
POSTTEST	-0.37111

POOLED WITHIN-GROUPS CORRELATIONS BETWEEN DISCRIMINATING VARIABLES
(VARIABLES ORDERED BY SIZE OF CORRELATION WITHIN FUNCTION)

FUNC 1	
CHOT	0.51267
ROFDEM	0.41691
TEACHAV3	0.33632
CAIL	-0.31579
ROFGRUP	-0.30339
TEACHREG	-0.27677
AVEBK	0.22359
PRETEST	-0.20997
ENGCLUB	0.20725
TEACHAV2	0.17632
POSTTEST	-0.16528
ROFDEM	-0.15202
NUMBEA	-0.13063
CLIGHT	-0.11053
NUMBPOP	-0.09183
TEACHAV1	0.08834
TEACHAV4	-0.06659
OWATER	0.04974
OFUNN11	-0.02502
ACTECH	0.01977

CANONICAL DISCRIMINANT FUNCTIONS EVALUATED AT GROUP MEANS (GROUP CENTROIDS)

GROUP	FUNC 1
1	-0.24173
2	0.79771

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14	1	4	12	1	1	011.58	015.00	999999	040.00	056.00	010.78	011.91	043.00	18
14	1	4	14	2	1	009.84	013.93	063.00	054.00	068.00	011.16	014.45	073.00	18
14	1	4	14	2	1	010.05	007.00	050.00	032.00	024.00	012.00	005.75	999999	18
14	1	4	14	2	1	011.50	004.93	999999	026.00	028.00	009.93	007.83	010.00	18
14	1	4	14	2	1	008.83	010.16	999999	024.00	036.00	010.32	012.00	028.00	18
14	1	4	14	2	1	009.35	008.00	033.00	012.00	012.00	009.00	009.00	023.00	18
2	4	14	2	1	1	007.56	009.16	020.00	032.00	008.00	007.97	008.83	035.00	18
1	4	14	2	1	1	010.00	010.00	053.00	028.00	040.00	011.91	011.91	999999	18
1	4	14	2	1	1	009.82	013.91	040.00	048.00	060.00	999999	013.83	999999	18
1	4	14	2	1	1	011.37	010.00	038.00	028.00	036.00	010.69	009.74	035.00	18
1	4	14	2	1	1	010.83	014.50	045.00	040.00	044.00	011.00	012.83	038.00	18
1	4	14	2	1	1	010.32	011.88	043.00	028.00	044.00	010.60	012.58	038.00	18
1	4	14	2	1	1	010.08	010.59	065.00	024.00	040.00	010.08	010.58	040.00	18
1	4	14	1	2	008.83	010.40	040.00	044.00	056.00	010.11	010.61	033.00	017	
1	4	14	1	2	011.62	014.27	068.00	048.00	068.00	014.50	013.27	999999	17	
1	4	14	1	2	010.52	009.50	999999	045.00	033.00	011.86	011.86	075.00	017	
2	4	14	1	2	011.17	013.61	053.00	032.00	056.00	011.75	012.08	999999	17	
1	4	13	2	2	999999	999999	999999	052.00	060.00	999999	999999	999999	16	
1	4	13	2	2	999999	999999	999999	036.00	036.00	999999	999999	999999	16	
1	4	13	2	2	999999	999999	999999	056.00	072.00	999999	999999	999999	16	
1	4	13	2	2	999999	999999	999999	048.00	040.00	999999	999999	999999	16	
1	4	13	2	2	999999	999999	999999	036.00	056.00	999999	999999	999999	16	
2	4	13	2	2	999999	999999	999999	060.00	076.00	999999	999999	999999	16	
1	4	13	2	2	999999	999999	999999	048.00	040.00	999999	999999	999999	16	
1	4	12	1	1	999999	999999	999999	032.00	048.00	999999	999999	999999	15	
1	4	12	1	1	999999	999999	999999	028.00	028.00	999999	999999	999999	15	
1	4	12	1	1	011.98	015.50	060.00	056.00	064.00	999999	016.00	065.00	15	
1	4	12	1	1	010.75	014.75	035.00	040.00	052.00	011.87	013.50	028.00	15	


```

412 'Inset Evaluation 2'
413 list file='scot.dat'
414 / add 1-3 sex 5 province 7 sch 9-10 clastype 12
415 postst 14 tstatus 16 pyname 18-23 pyname 25-30
416 pyname 32-37 pretest 39-44 posttest 46-51
417 pyname 53-58 pyname 60-65 exam 67-72
418 group 74-75
419 / add labels stidn 'student identification number'
420 sex 'student sex'
421 province 'province number'
422 sch 'school number'
423 clastype 'options taken by students'
424 postst 'group status'
425 tstatus 'teacher status'
426 pyname 'previous year general average mark'
427 pyname 'previous year general average mark in english'
428 pyname 'previous year national high examination mark'
429 pretest 'pre-test'
430 posttest 'post-test'
431 pyname 'current year88 general average mark'
432 pyname 'current year88 general average mark in english'
433 pyname 'current year88 national high examination mark'
434 clastid 'class number'
435 sex 1 'male' 2 'female'
436 province 1 'beijing' 2 'tientsin' 3 'tianjin' 4 'atlantique'
437 sch 1 'epitome' 2 'comet' 3 'grand popo' 4 'avankou'
438 'grandpopo' 5 'leban bouquint' 7 'shamey' 8 'love'
439 'avalou' 10 'oudah' 11 'oudah' 12 'shalay'
440 13 'apazackou' 14 'allade'
441 clastype 1 '1st-1' 2 '5th-10' 3 '11th-12' 4 'mathphysicst'
442 postst 1 'experimental' 2 'control'
443 tstatus 1 'trained' 2 'untrained'
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a) experimental group.

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	(DIFFERENCE) MEAN	STANDARD DEVIATION	STANDARD ERROR	* CORR.	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PRETEST	Pre-test											
	100	41.7000	12.631	1.263								
					-10.3400	15.611	1.561	* 0.513	0.000	-6.62	99	0.000
POSTTEST	Post-test											
PGENAME1												
	92	56.2255	11.729	1.223								
					-2.0185	11.286	1.177	* 0.539	0.000	-1.72	91	0.090
CGENAME1												
		58.2440	11.785	1.229								
PGENAME1												
	89	54.8792	5.435	0.576								
					0.3539	7.002	0.742	* 0.326	0.002	0.48	88	0.635
CGENAME1												
		54.5253	6.530	0.692								
PEXAME	Previous year national bepc examination											
	38	38.3421	12.977	2.105								
					-3.3158	13.989	2.269	* 0.585	0.000	-1.46	37	0.152
CEXAME	Current year88 national bepc examination											
		41.6579	16.801	2.726								

b) control group

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	(DIFFERENCE) MEAN	STANDARD DEVIATION	STANDARD ERROR	* CORR.	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
PRETEST	Pre-test											
	41	43.1220	14.241	2.224								
					-5.3659	13.758	2.149	* 0.549	0.000	-2.50	40	0.017
POSTTEST	Post-test											
PGENAME1												
	29	57.7034	13.286	2.467								
					4.2776	11.496	2.135	* 0.549	0.002	2.00	28	0.055
CGENAME1												
		53.4259	10.269	1.907								
PGENAME1												
	22	58.2705	8.768	1.869								
					4.1318	9.217	1.965	* 0.211	0.347	2.10	21	0.048
CGENAME1												
		54.1386	5.238	1.117								
PEXAME	Previous year national bepc examination											
	5	42.0000	7.583	3.391								
					-2.0000	8.631	3.860	* 0.839	0.075	-0.52	4	0.632
CEXAME	Current year88 national bepc examination											
		44.0000	13.946	6.237								

Appendix to Chapter 9 No 18: Pupil progress: within group comparison of pupil performance.

Appendix to Chapter 9 No 19: Pupil progress: between group comparison of pupil performance

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GROUP 1 - GRSTAT EQ		GROUP 2 - GRSTAT EQ		1		2	
VARIABLE		NUMBER OF CASES		MEAN		STANDARD DEVIATION	
PRETEST pre-test		100		41.7000		12.631	
GROUP 1		100		41.7000		12.631	
GROUP 2		41		43.1220		14.241	
POSTTEST Post-test		100		52.0400		17.709	
GROUP 1		100		52.0400		17.709	
GROUP 2		41		48.4878		14.716	
FGENAME1		92		56.2255		11.729	
GROUP 1		92		56.2255		11.729	
GROUP 2		29		57.7034		13.286	
FGENAME1		92		54.8620		5.405	
GROUP 1		92		54.8620		5.405	
GROUP 2		29		58.0621		7.885	
PEXAME Previous year national bepc examination		74		42.7432		13.377	
GROUP 1		74		42.7432		13.377	
GROUP 2		27		48.0000		13.018	
CGENAM1		90		54.3917		6.616	
GROUP 1		90		54.3917		6.616	
GROUP 2		22		54.1386		5.238	
CGENAM1		93		57.9672		12.021	
GROUP 1		93		57.9672		12.021	
GROUP 2		29		53.4259		10.269	

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EFFECT .. GRSTAT BY TSTATUS
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.10393	.98583	4.00	34.00	.428
Hotellings	.11598	.98583	4.00	34.00	.428
Wilks	.89607	.98583	4.00	34.00	.428
Roy's	.10393				

Note.. F statistics are exact.

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EFFECT .. TSTATUS
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.16292	1.65440	4.00	34.00	.183
Hotellings	.19464	1.65440	4.00	34.00	.183
Wilks	.83708	1.65440	4.00	34.00	.183
Roy's	.16292				

Note.. F statistics are exact.

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EFFECT .. GRSTAT
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.21596	2.34127	4.00	34.00	.075
Hotellings	.27544	2.34127	4.00	34.00	.075
Wilks	.78404	2.34127	4.00	34.00	.075
Roy's	.21596				

Note.. F statistics are exact.

EFFECT .. CONSTANT
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.95214	169.09946	4.00	34.00	.000
Hotellings	19.89405	169.09946	4.00	34.00	.000
Wilks	.04786	169.09946	4.00	34.00	.000
Roy's	.95214				

Note.. F statistics are exact.

Appendix to Chapter 9 No 19 extra 2: Pupil progress: Multiple analysis of variance (MANOVA) (interaction effects).

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EFFECT .. GRSTAT BY TSTATUS BY TEST
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.05236	.46961	4.00	34.00	.758
Hotellings	.05225	.46961	4.00	34.00	.758
Wilks	.94764	.46961	4.00	34.00	.758
Roy's	.05236				

Note.. F statistics are exact.

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EFFECT .. GRSTAT BY TEST
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.10162	.96150	4.00	34.00	.441
Hotellings	.11312	.96150	4.00	34.00	.441
Wilks	.89838	.96150	4.00	34.00	.441
Roy's	.10162				

Note.. F statistics are exact.

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EFFECT .. TSTATUS BY TEST
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.06337	.57509	4.00	34.00	.683
Hotellings	.06766	.57509	4.00	34.00	.683
Wilks	.93663	.57509	4.00	34.00	.683
Roy's	.06337				

Note.. F statistics are exact.

EFFECT .. TEST
Multivariate Tests of Significance (S = 1, M = 1, N = 16)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.62870	14.39281	4.00	34.00	.000
Hotellings	1.69327	14.39281	4.00	34.00	.000
Wilks	.37130	14.39281	4.00	34.00	.000
Roy's	.62870				.000

Note.. F statistics are exact.

Appendix chapter 9 No. 20. pupils' suggestions for the improvement of the English class.

variables	count	percentage	total cases for all variables
teach grammar	26	20	130
teach vocabulary	15	12	
provide teachers and pupils with books	15	12	
do reading aloud of texts	10	8	
do more pair/group work	8	6	
give more time for pair/group work	8	6	
explain lesson in French	8	6	
provide dictionaries	8	6	
do more intensive work on text	6	5	
provide a textbook which is richer invocabulary	6	5	
provide grammar books	5	4	
give more encouragement to pupils	4	3	
teach composition	3	2	
make pupils do more homework	3	2	
allow pupils' suggestions before teacher intervention	3	2	
stress difficult points	3	2	
finish all lessons in a unit before moving on	2	2	
table 22 (continued)insist on accuracy	2	2	
do lesson in English	2	2	
dramatize texts	2	2	
provide a textbook containing grammar rules	2	2	
encourage pupils' personal research	2	2	
stress the need for pupils' personal organisation	2	2	
take work seriously	2	2	
extend methods to other classes	2	2	
leave out cloze texts	2	2	
do more individual work in class	1	1	
make pairs work alternately to gain time	1	1	
balance groups	1	1	
make pupils tell stories	1	1	
allocate more time to English on the time table	1	1	
include colour pictures in the textbook	1	1	
provide a vocabulary book	1	1	
provide story books (readers)	1	1	
adapt text more to pupils' environment	1	1	
provide more understandable textbook	1	1	
go back to old method	1	1	

Appendix Chapter 9 No 24 Teachers evaluation of ENGLISH AFRICA

order	variables	value label	percentages				valid cases			
			gene-	experi-	con-	trai-	gene-	experi-	con-	trai-
			ral	mental	trol	ners	ral	mental	trol	ners
1	enjoyment	enjoyable	.90	.100	67	100	.18	.12	.4	.2
		fairly enjoyable	.0	0	0		.0	0	0	0
		not enjoyable	.0	0	0		.0	0	0	0
2	coverage of topics and situations	suitable(1)	.90	100	67	100	.18	12	4	2
		will do (2)	.0	0	0	0	.0	0	0	0
		not suitable(3)	.0	0	0		.0	0	0	0
3	coverage of language skills	1	.85	92	67	100	.17	11	4	2
		2	.5	8	0	0	.1	1	0	0
		3	.0	0	0	0	.0	0	0	0
4	specified aims and profile of learners	1	.80	83	67	100	.16	10	4	2
		2	.5	8	0	0	.1	1	0	0
		3	.0	0	0	0	.0	0	0	0
5	balanced integration of language skills	1	.80	85	67	50	.16	11	4	1
		2	.10	8	0	50	.2	1	0	1
		3	.0	0	0	0	.0	0	0	0
6	variety of tests and exercice types	1	.80	83	67	100	.16	10	4	2
		2	.5	8	0	0	.1	1	0	0
		3	.5	8	0	0	.1	1	0	0
7	implied teachers' roles and responsibilities	1	.80	83	67	100	.16	10	4	2
		2	.10	17	0	0	.2	2	0	0
		3	.0	0	0	0	.0	0	0	0
8	physical presentation of the book	1	.75	83	67	50	.15	10	4	1
		2	.10	8	0	50	.2	1	0	1
		3	.10	8	17	0	.2	1	1	0
9	accuracy and validity of information	1	.75	75	67	100	.15	9	4	2
		2	.15	25	0	0	.3	3	0	0
		3	.0	0	0	0	.0	0	0	0
10	coverage of language function and notions	1	.70	83	50	50	.14	10	3	1
		2	.20	17	17	50	.4	2	1	1
		3	.0	0	0	0	.0	0	0	0
11	relevance to learners' interests capabilities and socio cultural background	1	.60	50	67	100	.12	6	4	2
		2	.25	42	0	0	.5	5	0	0
		3	.5	8	0	0	.1	1	0	0
12	social relations encouraged or reinforced by the interaction patterns implied in the book	1	.60	50	67	100	.12	6	4	2
		2	.20	33	0	0	.4	4	0	0
		3	.10	17	0	0	.2	2	0	0
13	provisions for learners' individual differences	1	.60	58	50	100	.12	7	3	2
		2	.15	25	0	0	.3	3	0	0
		3	.5	8	0	0	.1	1	0	0
14	ideological and cultural values of texts	1	.60	58	67	50	.12	7	4	1
		2	.15	17	0	0	.3	2	0	1
		3	.10	17	0	0	.2	2	0	0
15	coverage of formal language aspects	1	.50	42	67	50	.10	5	4	1
		2	.20	25	0	50	.4	3	0	1
		3	.20	25	0	0	.4	3	0	0
16	helpfulness of teachers' guides	1	.45	25	67	100	.9	3	4	2
		2	.15	25	0	0	.3	3	0	0
		3	.25	45	0	0	.5	5	0	0

Hountkpanou I
C. Prosper

Vendredi 10 juin 1981

- I Sur le cours de planification de
- a) Comment dépenser l'argent gagné
mon impression c'est que c'est
un cours d'éducation c'est une
leçon pour moi. Cela m'apprend
comment dépenser de l'argent si
un tel cas se présente sur moi
lorsque je serai dans la vie active
- b) Pour l'améliorer on aurait pu
bien ~~car~~ détailler cela tout en
rédigent un petit résumé en anglais
Mais puisque la façon dont on avait
corrigé ce jour là était très magnif
au cours des conversations. Cela m'a
permis au moins de discuter en anglais pour
la première fois. on aurait pu faire
cela à chaque cours cela nous permettrait
de nous cultiver en vocabulaire.

IV R. A S pour l'offense et la blessure

II a) Mes impressions générales sur le cours de cette année est que cela ~~aura~~ a permis d'inclure un peu en anglais mais on n'a fait pas suffisamment la grammaire or pour parler l'anglais il nous faut cultiver en grammaire.

b) Rien n'a signalé (R.A.S) Mais au cours des exercices donner un peu de temps pour bien faire le travail.

c) Nous voudrions qu'il nous donne des règles de grammaire puis que c'est pour cela que le livre a été changé.

d) (R.A.S)

III a) Les points positifs que nous trouvons au nouveau livre de première est qu'il nous permet de réfléchir mieux et elle nous apprend aussi la grammaire.

b) Car ~~ce~~ ^{ce} l'aspect p. négatifs est qu'on ne comprend pas vite les exercices et les mots difficiles ne sont pas expliqués dans le livre.

c) Oui il peut nous permettre de mieux apprendre l'anglais.

d) Cette année nous avançons progressivement en Anglais parce que c'a m'a permis de faire désormais l'Essai à l'examen.

Appendix to Chapter 8 No 17

- a) list of specialists with whom the researcher discussed the topic of his research excluding lecturers in his Department (Dpt) at the Institute of Education University of London

Name	Responsibility	dates
Mr Vincent Rosewell	INSET office coordinator Institute of Education University of London	January 1987
Dr Carew Treffgarne,	Lecturer, Dpt of International and Comparative Education University of London	March 1987
Mrs Anne Hawkins	Lecturer, Dpt of Mathematics and Computing Institute of Education University of London	January 1989
Mr James Rantell	Lecturer, Dpt of Mathematics and Computing, Institute of Education University of London	January 1989
Mrs Rita Lakin	Higher Education Division UNESCO headquarters in Paris	April 1987
Mrs Valai Na Pombejr	Education for Peace department UNESCO headquarters in Paris	April 1987
Mr Ajar	Lecturer, International Institute of Educational Planning in Paris	April 1987
Mr Dougna	Lecturer, International Institute of Educational Planning in Paris	April 1987
Dr Ayodele	Lecturer, Institute of Education University of Ibadan (Nigeria)	March 1988
Professor Yoloye	Director, Institute of Education	March 1988

- b) List of educational authorities in Benin with whom the author discussed issues related to his field work

Authorities	dates
1 - Director of Secondary Education Porto Novo	October 1987*
2 - Head of Pedagogy and Control section at the Direction of Secondary Education	October 1987
3 - Director of the National Institute for Training and research in Education (INFRE)	October 1987
4- Head of the Educational Research Unit at INFRE	March 1988
5- Director of the Benino-British ELT project	October 1987
6- The coordinator of school subjects technical commissions at INFRE	October 1987
7- Director of Ecole Normale Supérieure (ENS)	October 1987
8- Director of Studies at ENS	October 1987
9- Teaching Practice coordinator at ENS	October 1987
10- Head of English and Anglophone studies Dpt, Arts, Letters and Humanities Faculty National University of Benin	November 1987
11- Director of Ecole Normale Intégrée (ENI) Lokossa	May 1988
12- Director of the Mono Provincial Bureau for Education at Lokossa	November 1987
13- Director of the Mono provincial center of documentation	

	for teachers	May 1988
14-	Director of the Zou Provincial Bureau of Education	November 1987
15-	Director of the Borgou Provincial Bureau of Education	May 1988
16-	Director of the Atacora Provincial Bureau of Education	May 1988
17-	Director of secondary and university examination and competitive tests board (DECSU) in Porto- Novo	August 1988
18-	Head of the test papers and marks section at DECSU	August 1988
19-	Director of the Baccalureat Office in Cotonou	August 1988
20-	Head of statistics section at the Baccalaureat Office	August 1988
21-	Head of Educational Statistics section in the Administration and Plannification Department at the Ministry of Education	August 1988
22-	Other local educational authorities**	October 1987

Notes. * The discussions and interactions with the educational authorities mentioned had been an on-going process of clarification of objectives and ends of the INSET Project and of negotiation of means throughout the field work. So the dates given are rather indicative of starting points in the process.

** These refer mainly to headmasters of schools involved in the project.

c) List of papers presented by the researcher at conferences

- 1- 'Learning to Live with Teachers' Guide', a paper presented at the IATEFL conference in Warwick University in April 1989
- 2- 'Curriculum Innovation and Examination Reform in Benin (West Africa), a paper presented at the IATEFL Language Testing Colloquium in Bournemouth (U.K) November 1989
- 3- 'Are We Selling Our Souls: A User's View on 'Authenticity' in teaching learning materials. A paper presented at the the 24th IATEFL conference in Dublin (Ireland) April 1990